690-950-10

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Department of the Army
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15 March 1986

# *Army Regulation 690–950–10

Effective upon receipt

Civilian Personnel

# Civilian Personnel Administration Career Program

**Summary.** This is a complete revision of AR 690–950–10. This regulation, together with AR 690–950–1, governs the Civilian Personnel Administration Career Program. It sets program requirements for intake, assignment, career management, development, and the training of employees in the occupations covered. This is the Army's merit promotion regulation for this career program. Appendix B has a revised master intern training plan.

**Applicability.** This regulation applies to Department of the Army civilian employees in this career program. Also, it applies to U.S. Army Reserve technicians except when such policies and procedures are modified by AR 140–315. This regulation does not apply to Army National Guard technicians employed under section 709, title 32, United States Code (32 USC 709), unless specifically made applicable by the Chief, National Guard Bureau.

**Supplementation.** Supplementation of this regulation is prohibited unless prior approval is obtained from HQDA(PECC-CM), ALEX VA 22332–0300.

**Interim changes.** Interim changes to this regulation are not official unless they are authenticated by The Adjutant General. Except for retention of a reference copy (CPR 272, para 2–2a(5)), users will destroy interim changes on their expiration dates unless sooner superseded or rescinded.

**Suggested improvements.** The proponent agency of this regulation is the Office of the Deputy Chief of Staff for Personnel. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQDA(PECC-CM), ALEX VA 22332–0300.

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*This regulation supersedes AR 690–950–10, 15 October 1980, and CPR 950–10, 22 May 1969. It rescinds DA Form 2661–R, 1 April 1974; DA Form 4113–R, 1 April 1974; and DA Form 4209–R, 1 April 1974.



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# Chapter 1
# Introduction

## 1-1. Purpose

*a.* This regulation, with AR 690-950-1, prescribes policy and responsibilities for the Civilian Personnel Administration (CPA) career program. It sets basic program procedures and requirements for intake, assignment, career management, development, and training of CPA career program employees.

*b.* The following appendixes to AR 690-950-1 will be used in the CPA career program:

(1) Appendix A (Central Referral Levels and Areas of Consideration).

(2) Appendix B (Central Referral Offices).

(3) Appendix D (Instructions for DA Form 2302-R (Civilian Career Program Qualification Record) and DA Form 2302-1-R (Civilian Career Program Qualification Record) (Continuation Sheet).

(4) Appendix F (Instructions for DA Form 4338-R (Civilian Career Program Availability Statement).

(5) Appendix H (Instructions for DA Form 2302-2-R (Civilian Career Program Referral Record).

(6) Appendix I (Instructions for DA Form 4343-R (Civilian Career Program Repromotion Registration).

*c.* The following appendixes to AR 690-950-1, will not be used in the CPA career program.

(1) Appendix C (Instructions for Registration in Central Referral Offices).

(2) Appendix E (Instructions for DA Form 5245-R (Civilian Career Program Appraisal).

(3) Appendix G (Instructions for Conducting Screening Panels).

## 1-2. References

Required and related publications and prescribed and referenced forms are listed in appendix A.

## 1-3. Explanation of abbreviations and terms

Abbreviations and special terms used in this regulation are explained in the glossary.

## 1-4. Coverage

This regulation covers employees and positions in the Department of the Army (DA) at grade GS-5 and above in the occupational series listed below:

*a.* GS-201—Personnel Officer and Personnel Management Specialist.

*b.* GS-212—Personnel Staffing Specialist.

*c.* GS-221—Position Classification Specialist.

*d.* GS-230—Employee Relations Specialist.

*e.* GS-233—Labor Relations Specialist.

*f.* GS-235—Employee Development Specialist.

## 1-5. Career program structure

*a.* Positions covered by the CPA career program are in grades GS-5 through GM-15 and in the Senior Executive Service (SES). The positions are generally divided into the progression levels listed below:

(1) *Intern level (GS-5 through GS-9).* This level normally includes the basic and advanced phases of intern training. See AR 690-950-3 and appendix B of this regulation.

(2) *Intermediate or specialist level (GS-11 and GS-12).* This level includes trained functional specialists working under general supervision in one of the career program functional areas or specialties. This level also includes chiefs of functions and civilian personnel officers at smaller activities.

(3) *Management level (GS/GM-13 through GM-15).* These managers are senior specialists, chiefs of functions, civilian personnel directors (CPDs), or other key personnel management officials. These officials may be at an installation, at a major Army command (MACOM), a major Army subordinate command (SUBMACOM), or at Headquarters, Department of the Army (HQDA).

(4) *Executive level (SES).* The officials listed below are the executive level in this career program.

(*a*) The Director of Civilian Personnel.

(*b*) The Deputy Director of Civilian Personnel.

(*c*) The Chief of the U.S. Army Civilian Personnel Center.

(*d*) Certain HQDA chiefs of functions.

(*e*) Certain MACOM CPDs.

## 1-6. Career program operating and staff functions

An operating civilian personnel office (CPO) provides civilian personnel service and personnel program staff assistance to employees and managers at an Army installation, at a MACOM, or at HQDA. In contrast, a staff office does not service individual employees or managers. Instead, a staff office is generally responsible for policy formulation, program planning, and program monitoring and evaluation. See AR 690-200, chapter 250, for information about the organization and functions of CPOs. AR 690-200, chapter 250, should be used regularly as a reference for purposes of career counseling and career planning.

*a. CPOs in the continental United States (CONUS).* Many operating and staff personnel offices are located throughout CONUS at installations, MACOM headquarters, and at HQDA.

(1) *Operating.* Operating CPOs are located at all command levels of the Army, from the Office of the Secretary of the Army to MACOMs and their installations or activities. Intern and specialist posi-

tions in these personnel offices range from grade GS-5 through G-9, and GS-11 through GS/GM-14, respectively. Civilian personnel officer positions range from grades GS-12 through GM-15.

(2) *Staff.* Staff offices have positions, primarily at grade GS-12 and above in the areas listed below:

(*a*) Program planning.

(*b*) Policy formulation.

(*c*) Program monitoring and evaluation.

These positions are in the Office of the Director of Civilian Personnel (DCP), Deputy Chief of Staff for Personnel (DCSPER), HDQA; the U.S. Army Civilian Personnel Center (CIVPERCEN); the U.S. Army Civilian Appellate Review Agency (USACARA); and staff CPOs at MACOMs and SUBMACOMs. Staff assignments offer broadened experience after working in an operating CPO and are an excellent means to achieve further career development. Staff assignments should be considered in individual career plans when operating experience and functional expertise have been attained.

*b. CPOs outside the continental United States (OCONUS).* There are operating and staff CPOs at various installations and MACOM headquarters OCONUS. The CPOs in Europe are a part of the U.S. Army Europe and Seventh Army (USAREUR), with headquarters in Heidelberg, Germany. USAREUR staff and operating CPOs are located in Germany, Belgium, England, and Italy. The staff and operating CPOs in the Pacific are assigned to the Eighth U.S. Army, Korea, U.S. Army Japan, and U.S. Army Western Command in Hawaii. CPOs are also located in Alaska and Panama.

### 1-7. Career program functional areas and specialties

*a.* CPA career program positions are identified in two generalist areas of personnel management (civilian personnel officer and personnel management specialist) and in five functional areas (or combinations thereof). The functional areas are management-employee relations, recruitment and placement, training and development, position management and classification, and labor relations. See AR 690-200, chapter 250, for detailed information. These assignments are summarized below.

(1) *Generalist areas of personnel management.* Generalists are concerned with maintaining overall CPO program leadership and direction, and with providing staff assistance to management.

(*a*) Civilian personnel officers typically have broad knowledge and abilities in staff and operating assignments and often a combination of substantial experience in two or more functional areas. Civilian personnel officers direct programs, provide staff assistance to managers and supervisors, and serve as CPA activity career program managers (CPMs).

(*b*) Personnel management specialists (PMS) work in program planning and evaluation, and in grievance and complaint investigations. Or, they may perform general personnel office functions such as those assigned to the technical services office (TSO). PMS positions are in both staff CPOs at HQDA, MACOM, and SUBMACOM headquarters and in operating CPOs. PMSs assist in assuring overall personnel program effectiveness and in developing plans for improvements. As advisers to management, they furnish general personnel program assistance or guidance. Certain PMSs, such as those in TSOs, are responsible for assuring CPO compliance with law, policy, regulations, procedures, and practice. PMS positions require the same type of general knowledge, abilities, and training that the civilian personnel officer must have.

(2) *Specialist areas of personnel management.*

(*a*) Employee relations specialists work toward establishing and maintaining employer-employee relationships that will contribute to satisfactory working relations, motivation, morale, and productivity. They assist in areas of employee relations such as disciplinary or adverse actions, grievances and appeals, employee services and communication, performance management and appraisal, injury compensation, and personnel counseling.

(*b*) Personnel staffing specialists serve as key administrators of the Federal merit system of employment and inservice placement. They are responsible for installation and command recruitment and placement programs, and for meeting immediate and long-range DA civilian staffing needs.

(*c*) Employee development specialists advise on performance analysis, identification of employee competencies, and sources for delivery of training. They evaluate individual training activities and programs. They manage the acquisition and budget execution of civilian training funds. They are responsible for development and administration of training programs, increase of managerial and supervisory competence, and improvement of employee skills and abilities.

(*d*) Position classification specialists advise and assist management in establishing and maintaining a sound and efficient position structure. They are responsible for advice to employees, managers, and supervisors on classification complaints and appeals. They assist management in developing manpower requirements. They classify civilian positions by factors established under the Federal classification plan, and they interpret position classification standards, regulations, and guidelines when they analyze and evaluate positions.

(*e*) Labor relations specialists establish and maintain effective relationships with labor organizations representing Federal employees. These specialists negotiate and administer labor agreements, confer with labor organizations on behalf of management, and provide guidance to management on a variety of labor relations matters.

### 1–8. Headquarters, Department of the Army officials

*a.* The Secretary of the Army is responsible for civilian personnel management (including career management) within DA.

*b.* The DCSPER is responsible for establishing, managing, and evaluating civilian career programs.

*c.* The DCP is responsible for carrying out the DCSPER responsibilities. (See AR 690–950–1, para 1–11.)

### 1–9. Functional chief and functional chief representative

The DCSPER is the functional chief (FC) for the CPA career program; the DCP is the functional chief representative (FCR). The FCR is assisted by the CPA career program planning board. AR 690–950–1, paragraph 1–12, gives detailed descriptions of FC and FCR responsibilities.

### 1–10. Career program planning board

The CPA career program planning board is appointed by the FCR from among HQDA senior officials and MACOM CPDs. The planning board meets as needed to—

*a.* Assess program effectiveness.

*b.* Develop program improvements.

*c.* Recommend policy and administrative changes.

### 1–11. Central referral office

The central referral office (CRO) for GS/GM–13 through GM–15 positions in the CPA career program is CIVPERCEN. CIVPERCEN is responsible for supporting the CPA career program by accomplishing CRO responsibilities assigned in AR 690–950–1, paragraph 1–14.

### 1–12. Commanders of major Army commands

MACOM and activity commanders are responsible for supporting the CPA career program by accomplishing their responsibilities assigned in AR 690–950–1, paragraphs 1–17 and 1–20.

### 1–13. Major Army command staff civilian personnel directors

MACOM staff CPDs are the FCR counterparts at the MACOM level. As such, they serve as MACOM CPA CPMs. MACOM CPD are responsible for supporting the CPA career program by accomplishing MACOM CPD and MACOM CPM responsibilities assigned in AR 690–950–1, paragraphs 1–18 and 1–19.

### 1–14. Installation civilian personnel officers

Civilian personnel officers serve as activity CPMs. They manage the CPA career program at local levels. Civilian personnel officers are responsible for supporting the CPA career program by accomplishing responsibilities assigned in AR 690–950–1, paragraphs 1–21 and 1–22.

### 1–15. Supervisors

Supervisors usually are the employee's first source of information on CPA career program matters. Supervisors are expected to discuss and counsel their employees about—

*a.* Career appraisal.

*b.* Training and development opportunities.

*c.* Career expectations.

### 1–16. Career program employees

CPA career program employees should continually strive to improve their knowledge and abilities; through self-development and training; submit career appraisal forms for referral consideration; and help supervisors, CPOs, and functional officials to—

*a.* Assess their strengths and weaknesses.

*b.* Develop individual development plans (IDP) and general training objectives.

*c.* Prepare CPA career appraisals.

*d.* Update career records (to keep them current in CIVPERCEN).

### 1–17. Mobilization planning

CPA career program officials at all levels are responsible for necessary preemergency mobilization planning. Requirements and procedures for mobilization planning are in AR 690–11, chapter 2.

## Chapter 2
## Merit Placement and Outside Recruitment

### 2–1. Introduction
The CPA career program uses the Army Civilian Career Evaluation System (ACCES) for internal placement actions and for outside recruitment. ACCES is a new candidate evaluation and referral procedure. The candidate evaluation techniques used in ACCES are those considered most likely to produce objective employee evaluation results, and to identify the best candidates for referral. A change to this regulation will be published when ACCES has been fully evaluated.

### 2–2. Application
Pending revision of this regulation, the CPA career program will follow the general guidance in AR 690–950–1, chapter 2, as modified by ACCES instructions. This guidance will apply to promotions, reassignments, and other internal placement actions, as well as to outside recruitment. Instructions to implement ACCES procedures and requirements have been issued to CPA career program functional officials, supervisors, and employees. These instructions include the revised procedures for requesting career referral lists as described in AR 690–950–1, appendix H.

# Chapter 3
# Training and Development

## 3–1. Introduction

CPA specialists and interns must acquire and maintain knowledge and skills to demonstrate technical or managerial competency to perform effectively. DA offers many career opportunities in civilian personnel administration at locations around the world. Mobility, variety of experience, and related training and self-development are important requirements for employees to consider when setting individual goals and career plans. Appendix B is the master intern training plan (MITP) for CPA career interns. Table 3–1 gives examples of training opportunities that meet training needs most common to CPA specialists, managers, and executives. Figure 3–1 outlines typical career patterns for gaining additional or needed experience. CPA career program participants who are members of the Army management development system will be identified at all levels to assure adequate programming of resources to support the execution of their IDPs.

## 3–2. Career counseling

Supervisors will appraise and counsel CPA employees. MACOM CPDs and activity CPMs will provide information and assistance in counseling. Supervisors will evaluate employees' knowledge and abilities through the ACCES career appraisal process. Counseling directed toward self-development, performance, and potential for greater responsibility should relate directly to employees' knowledge and abilities. CPA officials should try (at all grade levels) to recognize high potential employees and encourage those employees to work toward technical and personal development. The following factors are important considerations in the career counseling process (use fig. 3–1 as a guide when counseling employees):

*a.* Continuous growth through training and experience is needed at all career levels. Proficiency in one or more functional areas or specialties is essential. Knowledge of organization, mission, and the relationship of the personnel function to other major Army functions is crucial to such development. Equally important is the development of person-to-person communication skills, which enhance the application of knowledge when providing customer service. An effective personnel specialist must also understand leadership, human behavior, motivation, and cultural influences. CPA managers need a working knowledge of planning, analysis and evaluation, manpower management, financial management, equal employment opportunity, and information systems management. They need to know how automated information processing systems can be used effectively in the CPO.

*b.* Career program participants can advance in one functional area or specialty or in general personnel management. Individual career planning should be directed toward attaining the knowledge and abilities needed to prepare for generalist positions as distinguished from those required for long-range functional specialization.

*c.* Movement at the same grade between functional areas should be encouraged in planning for individual development. Such movement can be accomplished through two procedures. Employess who are registered in the ACCES inventory and who indicate availability for lateral assignment will be considered for reassignment under ACCES. In addition, management can reassign individuals noncompetitively at any grade level under circumstances specified in AR 690–950–1, paragraph 2–11, or in local merit placement plans. Employees should be urged to seek developmental assignments early in their careers (grades GS–11 or GS–12) since qualification requirements tend to restrict such assignments above those grade levels.

*d.* Movement to successively higher grade levels (in the same line of work) is a common desire of employees and is the most frequent type of position change. However, succeeding promotions in the same functional area or speciality tends to limit later opportunities for higher-grade positions in other functional areas. Employees should be counseled accordingly.

*e.* Geographic mobility is important in developing a career plan. Properly planned assignments to more than one installation, and particularly to overseas locations, tend to broaden knowledge and abilities, thereby enhancing competitiveness for career advancement. Overseas tours and widely-varying CONUS assignments are effective ways of creating this advantage and should be considered in immediate and long-range career objectives.

## 3–3. Director of Civilian Personnel sponsored training courses

CPA training courses sponsored by the DCP are listed in DA Pamphlet 690–23. A survey of training needs for these courses will be conducted annually. The survey will be announced by HQDA Letter in line with the yearly budget cycle. The training schedule dates, course locations, and MACOM quotas will be announced annually based on review of consolidated MACOM quota requests. A key element in conducting these courses is participation by MACOM subject matter experts. MACOMs must budget for and provide subject matter experts as staff members for scheduled training courses based on

annual quota allocations. Requirements for staff members to assist in conducting the training courses will be announced annually for each fiscal year schedule.

# Table 3-1

## Training guide

| Grade | Career phase | Professional development objectives | Assignments | | Training and development opportunities (examples) |
|---|---|---|---|---|---|
| | | | Operating | Staff | |
| 11 | Intermediate or Specialist | Continue development in a functional specialty<br><br>Complete basic specialty courses<br><br>Begin intermediate level speciality training<br><br>Begin development in an alternate specialty<br><br>Obtain developmental assignment<br><br>Continue developing human relations and leadership skills | Specialist<br><br>Lateral functional assignment | Specialist<br><br>Lateral functional assignment | DCSPER - Basic civilian personnel administration courses<br><br>OPM<br>Effective Briefing Techniques<br>Effective Writing<br>EEO Courses<br><br>University level courses - Personnel and business administration<br><br>Automatic data processing courses |
| 12 | Intermediate or Specialist | Continue development in functional specialty or specialties<br><br>Develop supervisory skills<br><br>Complete intermediate specialty training<br><br>Begin advanced specialty training<br><br>Obtain developmental assignment in another specialty or command | Chief of functional area<br><br>Senior specialist<br><br>Civilian personnel officer | Specialist<br><br>Team or project leader | DCSPER<br>Civilian Personnel Officer Course<br>Advanced Civilian Personnel Administration Course<br>Supervisory Development Course<br><br>ALMC - Army Installation Management<br><br>AMETA - Organization Planning<br><br>Long-term training<br>Armed Forces Staff College<br>Education for Public Managers<br>Command and General Staff College<br><br>OPM<br>Effective Briefing Techniques<br>Effective Writing<br>Role of Supervisor or Manager in EEO<br><br>Automatic data processing courses |
| 13 | Management | Develop managerial skills<br><br>Continue development in functional specialty or specialties<br><br>Begin managerial training<br><br>Implement supervisory skills<br><br>Obtain developmental assignment<br><br>Gain experience at staff level | Civilian personnel officer<br><br>Deputy civilian personnel officer<br><br>Chief of functional area<br><br>Senior specialist<br><br>Team leader | Senior specialist<br><br>Team or project leader | DCSPER<br>Civilian Personnel Officer Course<br>Personnel Management for Executives<br><br>AMETA<br>Dynamics of Employee Behavior<br>Management of Managers<br><br>Long-term training<br>Army War College<br>Command and General Staff College<br><br>DOD - Computer Orientation for Intermediate Executives<br><br>OPM<br>Middle Management Institute<br>Seminar for New Managers<br>Program Planning and Evaluation<br><br>University level personnel administration courses |
| 14 | Management | Implement managerial skills<br><br>Continue managerial training<br><br>Continue implementation of supervisory skills<br><br>Continue development of functional specialty or specialties<br><br>Begin executive training | Chief of functional area<br><br>Civilian personnel officer<br><br>Deputy civilian personnel officer | Deputy civilian personnel director<br><br>Director USACARA regional office<br><br>Chief CIVPERCEN field office<br><br>Senior specialist<br><br>Deputy Director USACARA | DCSPER<br>Civilian Personnel Officer Course<br>Personnel Management for Executives<br><br>AMETA<br>Emerging Trends in Management Techniques<br>Management of Managers<br>Advanced Management<br><br>Long-term training<br>National War College<br>Fellowship in Congressional Operations<br>Legislative Fellowship Program<br><br>DOD - Computer Orientation for Intermediate Executives<br><br>OPM<br>Middle Management Institute<br>Seminar for New Managers |
| 15 | Management | Expand knowledge of Federal Government process<br><br>Expand knowledge of Army and Department of Defense mission<br><br>Continue managerial or executive training<br><br>Continue implementation of managerial skills<br><br>Begin senior executive training | Civilian personnel officer | Civilian personnel director<br><br>Deputy civilian personnel director<br><br>Deputy Chief CIVPERCEN<br><br>Administrator USACARA<br><br>Chief of functional area<br><br>Senior specialist<br><br>Chief Affirmative Action Office | AMETA - Executive Roundtable<br><br>Long-term training - Industrial College of the Armed Forces<br><br>DOD - Computer Orientation for Intermediate Executives<br><br>OPM<br>Federal Executive Institute<br>Executive Seminar Centers |
| SES | Senior Executive Service | Continue executive training<br><br>Continue implementation of managerial skills | | Director of Civilian Personnel<br><br>Deputy Director of Civilian Personnel<br><br>Civilian personnel director MACOM<br><br>Chief CIVPERCEN<br><br>Chief of functional area | AMETA - Executive Roundtable<br><br>DOD<br>Information Management for Senior Executives<br>Computer Orientation for Senior Executives<br><br>DSMC - Defense Management Systems<br><br>OPM - Federal Executive Institute<br><br>Brookings Institution<br><br>University executive development programs |

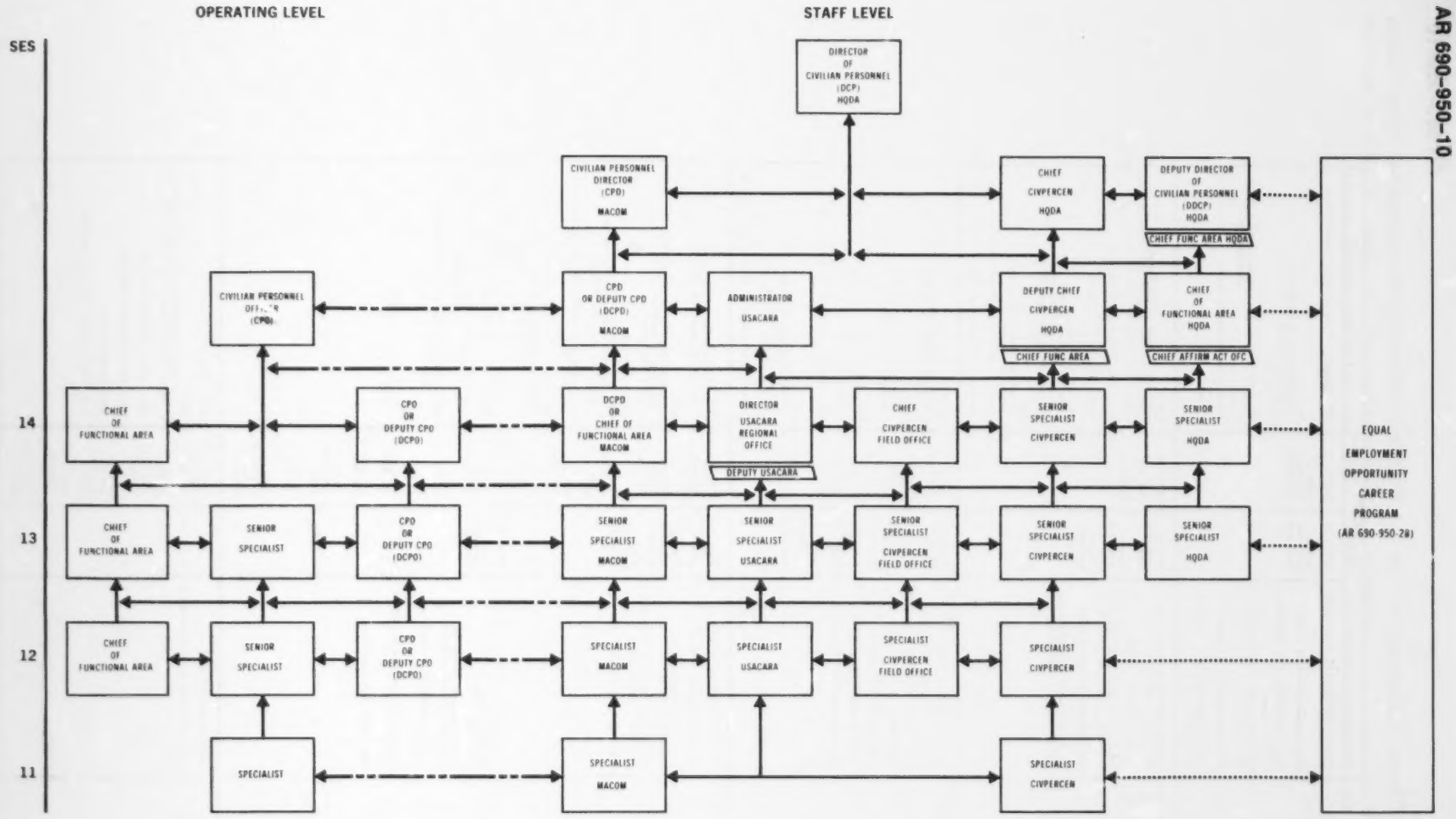

OPERATING LEVEL
STAFF LEVEL
SES
14
13
12
11
DIRECTOR OF CIVILIAN PERSONNEL (DCP) HQDA
CIVILIAN PERSONNEL DIRECTOR (CPD) MACOM
CHIEF CIVPERCEN HQDA
DEPUTY DIRECTOR OF CIVILIAN PERSONNEL (DDCP) HQDA
CHIEF FUNC AREA HQDA
CIVILIAN PERSONNEL OFFICER (CPO)
CPD OR DEPUTY CPD (DCPD) MACOM
ADMINISTRATOR USACARA
DEPUTY CHIEF CIVPERCEN HQDA
CHIEF OF FUNCTIONAL AREA HQDA
CHIEF FUNC AREA
CHIEF AFFIRM ACT OFC
CHIEF OF FUNCTIONAL AREA
CPO OR DEPUTY CPO (DCPO)
DCPD OR CHIEF OF FUNCTIONAL AREA MACOM
DIRECTOR USACARA REGIONAL OFFICE
DEPUTY USACARA
CHIEF CIVPERCEN FIELD OFFICE
SENIOR SPECIALIST CIVPERCEN
SENIOR SPECIALIST HQDA
SENIOR SPECIALIST
SENIOR SPECIALIST MACOM
SENIOR SPECIALIST USACARA
SENIOR SPECIALIST CIVPERCEN FIELD OFFICE
SPECIALIST
SPECIALIST MACOM
SPECIALIST USACARA
SPECIALIST CIVPERCEN FIELD OFFICE
SPECIALIST CIVPERCEN
EQUAL EMPLOYMENT OPPORTUNITY CAREER PROGRAM (AR 690-950-28)
THIS FIGURE SHOWS TYPICAL CAREER PATTERNS. THE ARROWS SHOW DIRECTIONS OF PROGRESSION TO OBTAIN ADDITIONAL EXPERIENCE. CHIEF OF FUNCTION OR SPECIALIST REFERS TO ONE OR MORE OF THE FOLLOWING FUNCTIONAL AREAS OR SPECIALTIES WITHIN THE CPA CAREER PROGRAM:
POSITION MANAGEMENT AND CLASSIFICATION
STAFFING
EMPLOYEE RELATIONS
LABOR RELATIONS
TRAINING AND DEVELOPMENT
TECHNICAL SERVICES OFFICE
CAREER MANAGEMENT
USACARA INVESTIGATOR
FIELD OFFICE SPECIALIST
SEE APPENDIX B FOR INTERN TRAINING AND PROGRESSION
LEGEND
PROGRESSION WITHIN STAFF OR OPERATING LEVELS
TRANSITION BETWEEN OPERATING AND STAFF ASSIGNMENTS OR VICE VERSA
ASSIGNMENT TO OR FROM EQUAL EMPLOYMENT OPPORTUNITY CAREER PROGRAM (FROM EITHER STAFF OR OPERATING LEVELS). CONSIDERATION FOR EEO POSITIONS REQUIRES REGISTRATION IN THE EEO CAREER PROGRAM

*Figure 3–1. CPA career patterns*

# Appendix A
# References

## Section I
## Required Publications

**AR 690-950-1** Career Management. (Cited in para 1-1, 1-2, 1-8, 1-9, 1-11, 1-12, 1-14, 1-17, 1-18, 1-19, 1-20, 1-21, 1-22, 2-2, and 3-2.)

**AR 690-950-3** Career Intern Program. (Cited in para 1-2, 1-5, B-1, and B-5.)

## Section II
## Related Publications

A related publication is merely a source of additional information. The user does not have to read it to understand this regulation.

**AR 690-11** Mobilization Planning and Management

**AR 690-200** General Personnel Provisions

**DA Pam 690-8** Guide to Position Management for Key Military and Civilian Personnel

**DA Pam 690-23** Catalog of Civilian Training Programs Centrally Administered by Headquarters, Department of the Army, Civilian Personnel Center

## Section III
## Prescribed Forms

**DA Form 5470-R** Civilian personnel administration training plan—phase I. (Prescribed in para B-5.)

**DA Form 5470-1-R** Civilian personnel administration training plan—(Position Management and Classification)—Phase II. (Prescribed in para B-5.)

**DA Form 5470-2-R** Civilian personnel administration training plan—(Recruitment and Placement)—phase II. (Prescribed in para B-5.)

**DA Form 5470-3-R** Civilian personnel administration training plan—Technical Services—phase II. (Prescribed in para B-5.)

**DA Form 5470-4-R** Civilian personnel administration training plan—Management-Employee Relations/Labor Relations—phase II. (Prescribed in para B-5.)

**DA Form 5470-5-R** Civilian personnel administration training plan—Training and Development—phase II. (Prescribed in para B-5.)

## Section IV
## Referenced Forms

**DA Form 2302-R** Civilian Career Program Qualification Record

**DA Form 2302-1-R** Civilian Career Program Qualification Record (Continuation Sheet)

**DA Form 2302-2-R** Civilian Career Program Referral Record

**DA Form 4338-R** Civilian Career Program Availability Statement

**DA Form 4343-R** Civilian Career Program Repromotion Registration

**DA Form 5245-R** Civilian Career Program Appraisal

**DA Form 5469-R** Cover Sheet for Career Intern Individual Development Plan

# Appendix B
# Master Intern Training Plan

## B-1. Introduction

This appendix is the DA-wide master intern training plan (MITP) for all centrally and locally funded interns in the Civilian Personnel Administration (CPA) career program. The MITP is a comprehensive plan which outlines the core subject matter CPA interns should know by the time they reach their target grade. The supervisor will use the MITP as a guide when developing an individual development plan (IDP) for each intern. Instructions for preparing the IDP are in paragraph B-5. AR 690-950-3, paragraph 7-3, has additional information about MITPs. The civilian personnel officer is the activity career program manager (CPM) for the CPA career program at an installation or activity and serves as the intern's supervisor.

## B-2. Structure of the training program

The MITP supports noncompetitive promotion to a target grade of GS-11 when all requirements are met. Interns who successfully complete the program qualify for one of the following occupational series:

*a.* GS-201—Personnel Management Specialist.

*b.* GS-212—Personnel Staffing Specialist.

*c.* GS-221—Position Management and Classification Specialist.

*d.* GS-230—Management-Employee Relations Specialist.

*e.* GS-233—Labor Relations Specialist.

*f.* GS-235—Employee Development Specialist.

## B-3. Length of training program and intern ladders

*a.* Length of training varies according to the entry qualifications of each intern. Intern ladders show the time required for an intern to move from the entry level grade to the target grade. The CPA MITP has three entry levels. They are as follows:

(1) Interns who enter the program as a GS-201-5 will complete a two-phase, minimum 3-year training program. (See fig B-1 for the intern ladder.)

(2) Interns who qualify for entry as a GS-201-7 will complete a two-phase, minimum 30-month training program. (See fig B-1 for the intern ladder.)

(3) A third entry level is for high-potential people who do not meet minimum qualification requirements for the GS-201 positions. These people enter the program through the GS-301 series at GS-4, GS-5, or GS-7 in the Army's Mobility, Opportunity and Development (AMOD) Program. Under the AMOD program, the basic training plan may be lengthened to provide for substitution of training for required specialized or general experience. The training period is two phases and will normally last from 30 to 54 months, depending on entry level and the intern's qualifications. (See fig B-2 for the AMOD intern ladder.)

*b.* The activity CPM in coordination with an employee development specialist may extend the training program for up to 6 months for interns who have not acquired the knowledge, skills, and abilities (KSA) required in the MITP for performance in the journeyman position.

## B-4. Training phases and intern training profiles

Paragraph B-3*a* explains that intern ladders show the minimum time required for an intern to move up to the target grade. Intern profiles, on the other hand, show the type of training and the time required for each phase of training. (See fig B-3 for the intern profiles for interns who enter the program in the GS-201 series; see fig B-4 for the AMOD intern profiles.) Phases of the training program are as follows:

*a. Phase I.* This phase is designed to give the intern an understanding of the CPA functional areas, as well as the equal employment opportunity (EEO) office. Depending on the intern's entry level and qualifications, the intern will spend between 18 and 42 months in phase I. Phase I interns will also be given orientation sessions on the role of CPO, on other Federal agency organizational structures and missions, on manpower and force management, and on budgeting. These orientations may be conducted as on-the-job training or may be given as formal training courses.

(1) As a grade GS-5 or GS-7, the intern works under the supervision and guidance of supervisors or functional specialists. The intern is given specific developmental work assignments with oral or written instructions for their performance. A supervisor or a higher grade employee is made available to give advice or explanations, and to assess and ensure the intern's progress. The intern's work is reviewed to ensure that adequate and accurate application of regulatory principles and guidelines was accomplished. The intern's progress is evaluated to assess capabilities, comprehension of subject matter, initiative, and the basis of conclusions and recommendations prepared.

(2) In phase I, the intern will rotate among assignments at the training location. Initially, every effort should be made to rotate interns through position management and classification and then through recruitment and placement and technical services. Assignments in management employee relations/labor relations, training and development,

and EEO functions would follow and can be interchangeable. Exceptions to the recommended sequence must be approved by the activity CPM. Table B–1 shows the recommended sequence of assignments; length of rotational assignments will vary for AMOD interns.

**Table B–1**
**Rotational assignments by grade and entry level**

| Assignments | | GS–5 entry | GS–7 entry |
|---|---|---|---|
| Position management and classification | | 5½ months | 4½ months |
| Recruitment and placement | | 5½ months | 4½ months |
| Technical services | | 2 months | 1 month |
| Management employee relations/labor relations | | 5 months | 4 months |
| Training and development | | 4 months | 3 months |
| Equal employment opportunity | | 2 months | 1 month |
| | Total | 24 months | 18 months |

(3) Specific KSA to be acquired are in the DA Forms listed in paragraph B–5*c*. Since the training time for interns in phase I varies, the training is shown on the MITP as a percentage of training time rather than a fixed number of hours. Upon completion of phase I, the intern will be able to—

(*a*) Describe the multiple roles of an operating CPO as a service, advisory, and control function within the activity.

(*b*) Describe the interrelationships among the five CPA functional areas and the duties and responsibilities of each functional area.

(*c*) Describe the duties and responsibilities of the EEO office and its relationship with the operating CPO.

(4) At least 60 days prior to the completion of phase I, management will determine the one functional area in which the intern will specialize for the remainder of the training plan. In making this decision, management will consider the interests of the intern to the extent feasible, as well as functional staffing needs.

*b. Phase II.* This phase is 1 year of advanced training designed to give the intern the technical training and experience needed to become a qualified journeyman in the functional area or specialty selected near the end of phase I. As a grade GS–9, the intern is given written or oral instructions on the nature and priority of work assignments. There will be periodic discussions about the work to be completed—usually with the supervisor. The intern's work will be spot-checked and reviewed carefully for compliance with legal and regulatory requirements, for the quality of advisory services provided, and the degree to which the intern's learning objectives have been achieved.

(1) In addition to the "prescribed" and recommended formal courses listed in phase II, the following courses are highly recommended for all CPA interns, regardless of their specialty:

(*a*) Report and Technical Writing.

(*b*) Effective Briefing Techniques.

(*c*) Program Evaluation Workshop.

(2) Specific KSAs to be acquired in phase II are listed in the DA form that covers phase II of the applicable job specialty. (See para B–5*c* for a listing of the DA forms.) Since phase II training is 12 months, the MITP shows a fixed number of training hours.

### B–5. Individual development plan

*a. Development.* The IDP is a written plan that will be used to prepare the intern for target-level performance. The supervisor, with the intern's input, will develop the IDP by comparing the intern's education and experience with the requirements shown in the MITP. Based on that comparison, the supervisor will tailor the MITP to the intern whose IDP is being developed. When the intern does not have job-related experience, the entire MITP for the job speciality becomes the intern's IDP. If the intern has substantial prior work experience or formal classroom training in the job specialty, selected sections of the MITP may be shortened or deleted. The training time saved by shortening or deleting portions of the MITP can be added to another segment of the IDP in which the intern has little or no knowledge. The supervisor will discuss the IDP with the intern and explain all of the IDP requirements to the intern. The supervisor will complete the IDP within 30 days after the intern enters on duty. (AR 690–950–3, para 7–4, gives additional information on the IDP.)

*b. Waiver.* If conditions at the command or activity indicate that a change, other than those spelled out in *a* above is desirable, a waiver or change to the pertinent sections of the MITP may be requested. The request will be forwarded through the MACOM CPM to HQDA(PECC-TDP), ALEX VA 22332–0300. The request will—

(1) Identify the section of the MITP that would be waived or changed.

(2) Describe the KSAs and the type and percentage of training time that would be changed.

(3) Provide an analysis of the effect of the change on the intern's ability to perform the duties of the target position upon completion of the revised MITP.

(4) Provide an explanation of the need for the change. Requested changes or waivers will not be implemented prior to approval by HQDA.

*c. DA Forms.* The supervisor will reproduce and use the appropriate DA forms listed in (1) through (6) below to prepare the IDP. Copies of these forms for reproduction are located at the back of this regulation. These forms will be locally reproduced on 8½- by 11-inch paper.

(1) DA Form 5470-R (Civilian personnel administration training plan—phase I.)

(2) DA Form 5470-1-R (Civilian personnel administration training plan—Position Management and Classification—phase II.)

(3) DA Form 5470-2-R (Civilian personnel administration training plan—Recruitment and Placement—phase II.)

(4) DA Form 5470-3-R (Civilian personnel administration training plan—Technical Services—phase II.)

(5) DA Form 5470-4-R (Civilian personnel administration training plan—Management-Employee Relations/Labor Relations—phase II.)

(6) DA Form 5470-5-R (Civilian personnel administration training plan—Training and Development—phase II.)

*d. Instructions for completing DA forms.* Instructions for completing the DA forms listed in *c* above are given in table B-2.

*e. Cover sheet.* The supervisor will complete DA Form 5469-R (Cover Sheet for Career Intern Individual Development Plan) and attach it to the completed IDP. A copy of DA Form 5469-R for reproduction is located in AR 690-950-3. This form will be locally reproduced on 8½- by 11-inch paper.

*f. Copies.* Copies of the completed IDP will be distributed as follows:

(1) The supervisor will give a copy of the IDP and a copy of this appendix to the intern.

(2) The supervisor and the servicing civilian personnel office will each retian a copy of the IDP.

(3) The supervisor will furnish a copy of the intern's IDP to each functional area supervisor when the intern reports for training.

### B-6. Target positions at GS-9

In a number of field activities, journeyman positions have been established at GS-9 based on local position structure and work assignments. In such cases, interns should be placed in a training program leading only to GS-9. (See table B-1 and fig B-5.)

**Table B–2**
**Instructions for completing the Individual Development Plan**

| Item | Instructions |
|---|---|
| Training description<br>Type of training<br>Percentage of training time<br>Knowledge, skills and, abilities to be acquired | Do not make entries in these columns unless the content of the MITP is changed as described in paragraphs B–5*a* and B–5*b*. |
| Dates of training | Enter the projected beginning and ending dates opposite the training description. |
| Training location | Enter the location where the training will be given. |
| Supervisor | Enter the name of the individual responsible for providing that training to the intern. |

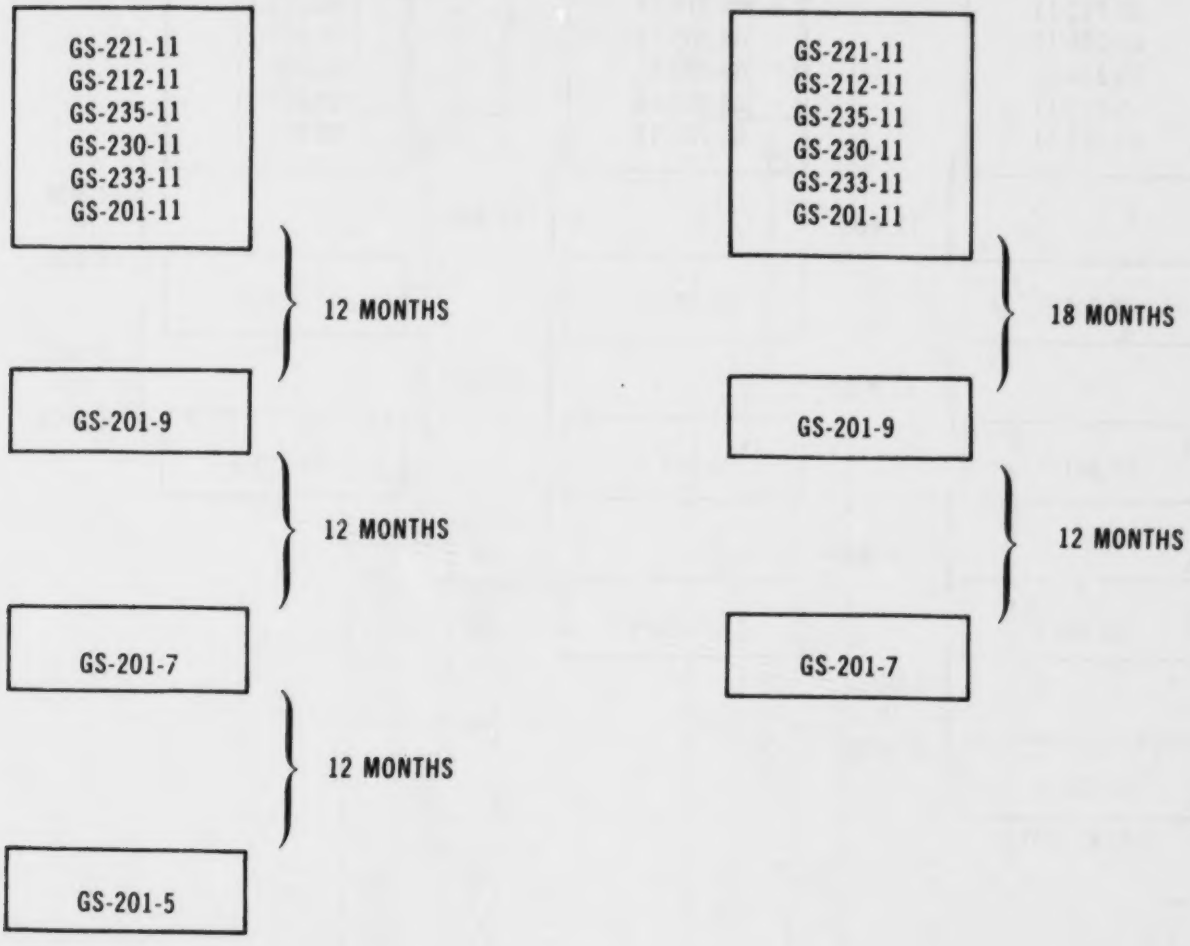
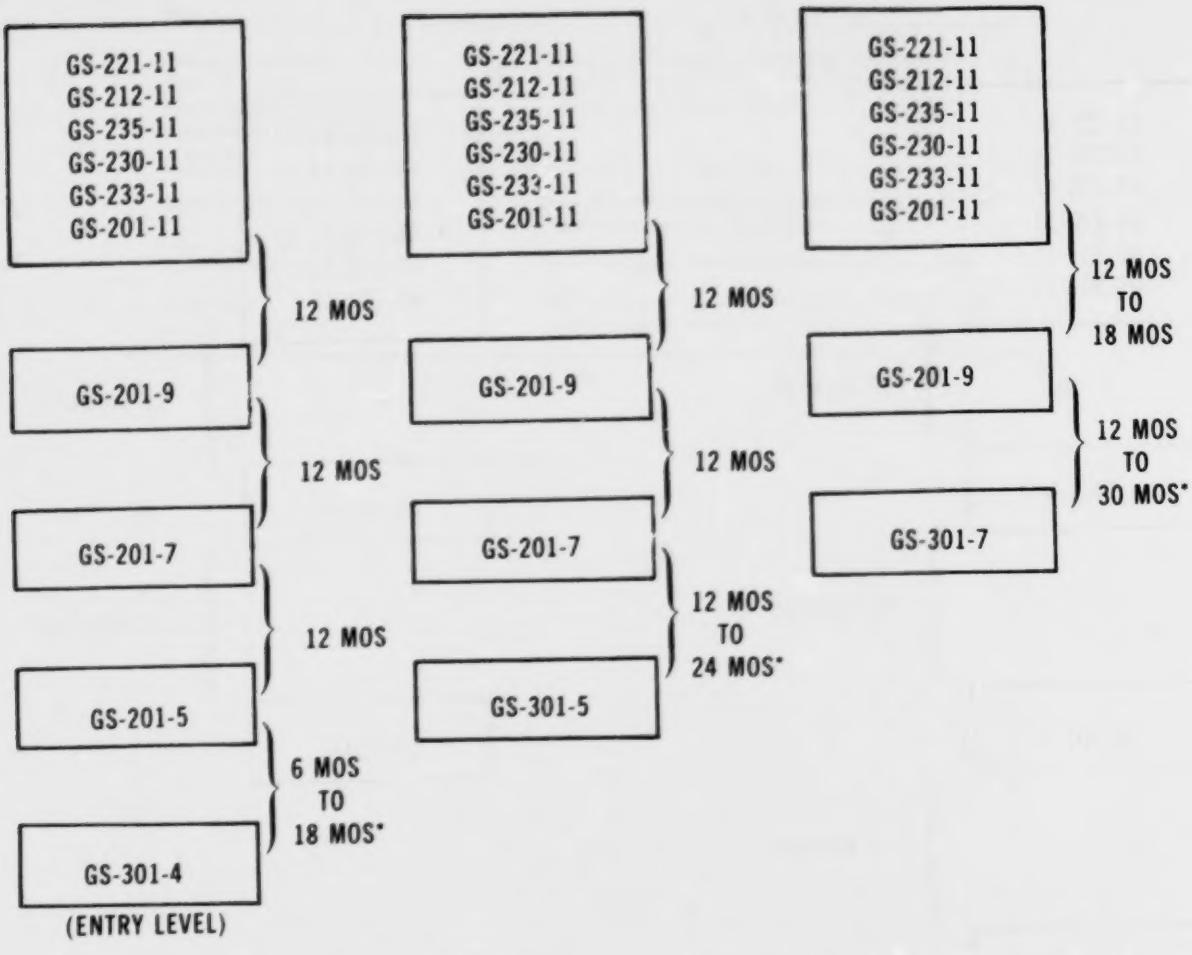



*Figure B–1. CPA intern career ladders (minimum qualifying time for GS–201–11, GS–212–11, GS–221–11, GS–230–11, GS–233–11, and GS–235–11)*




NOTE: MINIMUM TIME FOR PROMOTION TO GS-11 FOR INTERNS ENTERING AT GS-301-7 IS 30 MONTHS (SEE FIGURE B-4).

*TIME REQUIRED FROM ENTRANCE AT THE 301 SERIES TO PROMOTION INTO THE CAREER SERIES IF QUALIFICATIONS ARE WAIVED (TRAINING SUBSTITUTED FOR EXPERIENCE). SPECIFIC LENGTH OF TIME DEPENDS UPON EXTENT OF INDIVIDUAL'S QUALIFICATIONS FOR THE GS-201 SERIES.

*Figure B–2. AMOD intern career ladders (minimum qualifying time for GS–201–11, GS–212–11, GS–221–11, GS–230–11, GS–233–11, and GS–235–11)*

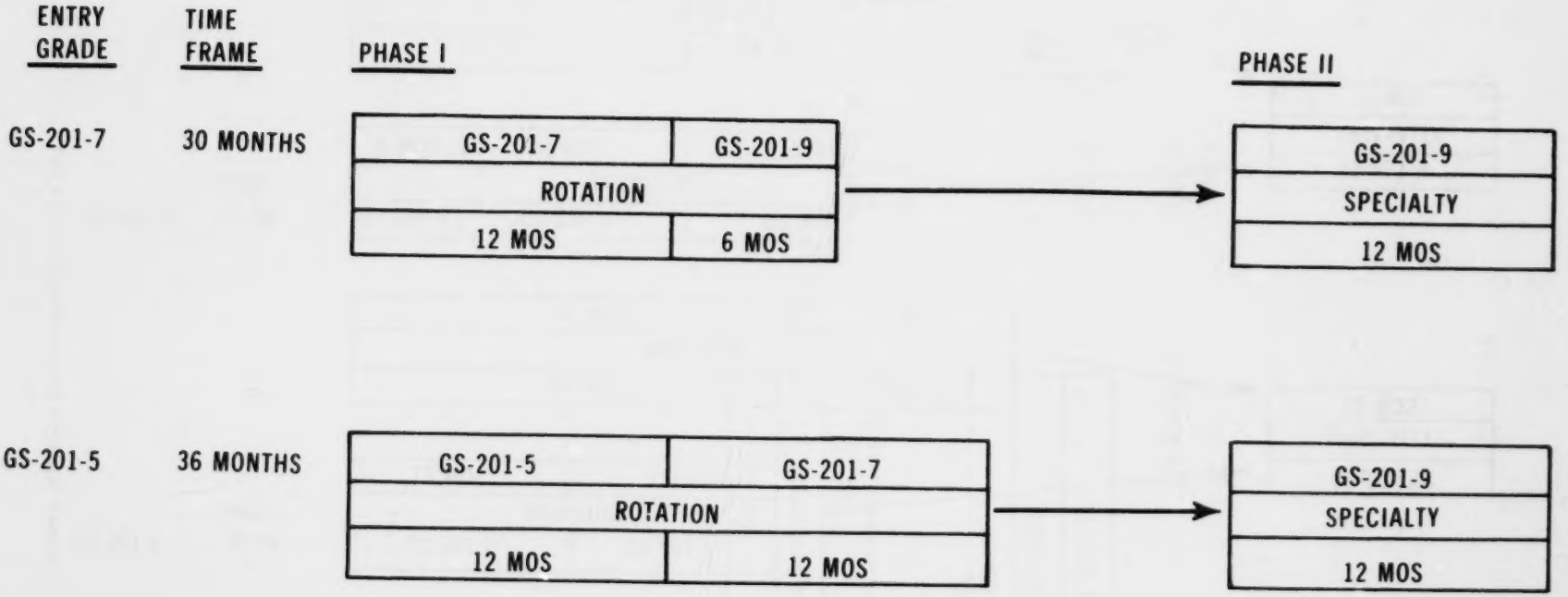
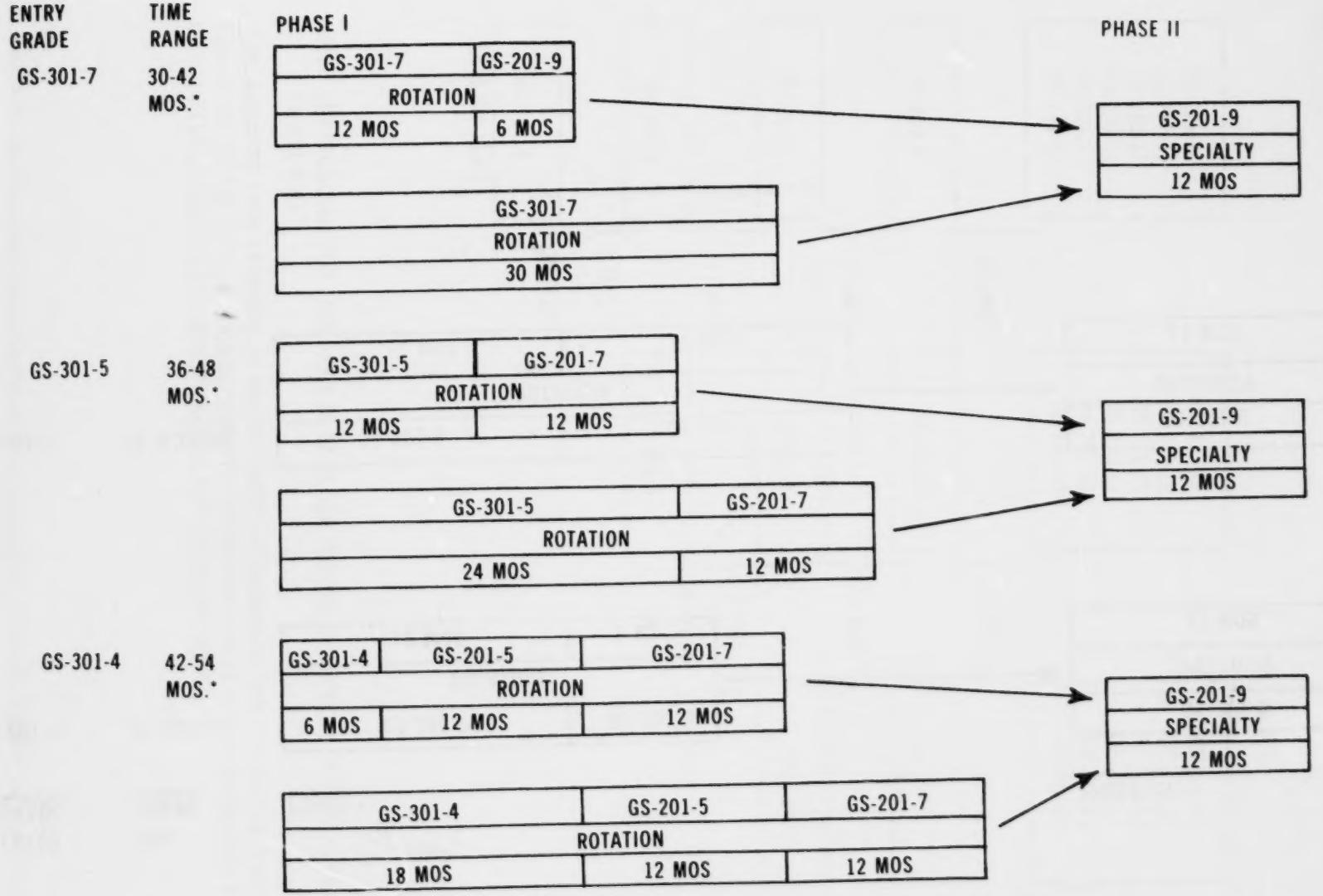



*Figure B–3. CPA intern training profile (GS–201 entry)*




*LENGTH OF TRAINING WILL DEPEND ON EXTENT OF INDIVIDUAL QUALIFICATIONS. THE TOP AND BOTTOM OPTIONS LISTED FOR EACH ENTRY GRADE SHOW THE AMOUNT AND TYPE OF TRAINING TO BE GIVEN TO PERSONS CREDITED WITH THE MAXIMUM AND MINIMUM AMOUNTS OF QUALIFYING EXPERIENCE AT THE ENTRY LEVEL.

*Figure B-4. AMOD intern training profile (target series are GS-201, GS-212, GS-221, GS-230, GS-233, and GS-235)*

| ENTRY GRADE | TIME FRAME | PHASE I |
|---|---|---|
| GS-201-7 | 18 MOS | GS-201-7 / ROTATION / 18 MOS |
| GS-201-5 | 24 MOS | GS-201-5 / GS-201-7 / ROTATION / 12 MOS / 12 MOS |

*Figure B–5. CPA intern training profile (GS–9 target)*

# Glossary

## Section I
## Abbreviations

AAP ..... affirmative action plan
ACCES..... Army Civilian Career Evaluation System
ALMC ..... Army Logistics Management Center
AMETA..... Army Management Engineering Training Agency
AMOD..... Army Mobility, Opportunity and Development Program
APORS..... Army Performance Oriented Review System
AR..... Army regulation
CA..... Cost analysis
CIVPERCEN . Civilian Personnel Center
CONUS ..... continental United States
CPA ..... civilian personnel administration
CPD ..... civilian personnel director (MACOM)
CPM..... career program manager
CPO ..... civilian personnel office
CRO ..... central referral office
DA ..... Department of the Army
DCP ..... Director of Civilian Personnel
DCPD..... Deputy civilian personnel director (MACOM)
DCPO..... Deputy civilian personnel officer
DCSPER ..... Deputy Chief of Staff for Personnel
DDCP..... Deputy Director of Civilian Personnel
DOD..... Department of Defense
EDS..... employee development specialist
EEO ..... equal employment opportunity
EEOC..... Equal Employment Opportunity Commission
FC..... functional chief
FCR ..... functional chief representative
FES..... Factor Evaluation System
FLRA..... Federal Labor Relations Authority
FLSA ..... Fair Labor Standards Act
FPM ..... Federal Personnel Manual
GPAS..... general performance appraisal system
GS..... General Schedule
HQDA ..... Headquarters, Department of the Army
IDP..... individual development plan
KSA ..... knowledge, skills and abilities
MACOM ..... major Army command
MER/LR ..... management employee relations/labor relations
MITP ..... master intern training plan
MSPB..... Merit Systems Protection Board
OCONUS..... outside continental United States
OPM..... Office of Personnel Management
PCS..... permanent change of station
PM&C ..... position managment and classification
PMRS..... Performance Management Recognition System
PMS ..... personnel management specialist
R&P ..... recruitment and placement
RIF ..... reduction-in-force
SES ..... senior executive service
SF ..... standard form
SUBMACOM . major Army subcommand
T&D ..... training and development
TDA ..... table of distribution and allowances
TSO..... technical service office
USACARA ... United States Army Civilian Appellate Review Agency
USAREUR.... United States Army, Europe
WG ..... wage grade

## Section II
## Terms

**Career development**
A planned system for obtaining or developing additional knowledge, skills, and abilities within a career program through training, assignment, or self-development.

**Career program**
Specified occupational series and functional areas grouped together based on population, occupational structure, grade range, and common job and qualification characteristics.

**Career program employee**
A DA employee whose position has been identified as being covered by an occupational series and a functional area in a career program.

**Career program registrant**
An individual who is rated eligible for a position covered by a career program and who is within the area of consideration who files for referral consideration.

**Central referral office**
An office designated to develop DA-wide referral rosters and to administer DA career program files for specified career programs.

**Master intern training plan**
A DA-wide training plan showing the on-the-job training and formal courses that will be used to prepare career interns for target-level career program positions.

By Order of the Secretary of the Army:

JOHN A. WICKHAM, JR.
*General, United States Army*
*Chief of Staff*

Official:

R. L. DILWORTH
*Brigadier General, United States Army*
*The Adjutant General*

DISTRIBUTION: Active Army, USAR, ARNG: To be distributed in accordance with DA Form 12–4, requirements for the Federal Personnel Manual.

## CIVILIAN PERSONNEL ADMINISTRATION TRAINING PLAN – PHASE I

For use of this form, see AR 690-950-10; the proponent agency is DCSPER.

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| Total training hours in phase I range from 3130 to 7304 hours. | | | | | | |
| 1. Orientation | D, DEM, RR, SA | .5 | 1. At the end of this orientation, the intern will know— | | | |
| a. Introduction to Federal employment. | | | a. The benefits of Federal employment. | | | |
| b. Introduction to civilian personnel administration. | | | b. The characteristics of the employee population in personnel administration and the career opportunities both within the Army and Federal-wide. | | | |
| c. Introduction to the Civilian Personnel Office: | | | c. The general features of career program management and be able to describe the overall purpose and function of the personnel office as a servicing organization, the interrelationships of its major functions, and how these functions relate to the personnel management responsibilities of supervisors and to mission accomplishment. | | | |
| (1) Technical services office function. | | | | | | |
| (2) Position management and classification function. | | | | | | |
| (3) Recruitment and placement function. | | | | | | |
| (4) Training and development function. | | | | | | |
| (5) Management employee relations and labor relations function. | | | | | | |
| d. Army civilian personnel management code of ethics. | | | d. The obligations to the goals and objectives of personnel administration and its code of ethics. | | | |
| e. Close-out meeting with the Civilian Personnel Officer. | | | e. The basic structure of the Federal Government, including the relationship of the three major branches. | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| 2. Federal and Army organizational structures<br><br>a. Legislative process, authorities and relationship to Executive and Judicial Branches.<br><br>b. The Office of Personnel Management (OPM), the Merit Systems Protection Board (MSPB), the Federal Labor Relations Authority (FLRA), and the Equal Employment Opportunity Commission (EEOC).<br><br>c. Review of publications that outline Army and activity organization and mission. Includes total Army goals.<br><br>d. Familiarization with the organizational elements and missions of the activity.<br><br>e. Briefings and guided tours through major organizational segments of the activity and other serviced activities.<br><br>f. Small group meetings with supervisors or managers to permit questions on what they expect in personnel servicing. | D, DEM, RR, SA | 1.5 | 2. At the end of this training, the intern will know the role and authorities of the OPM and MSPB and the Army mission and structure from HQDA through the lowest subordinate activities. Be able to define the major functions of the activity by organizational element. Understand the interrelationship of assigned missions. Have gained first-hand knowledge of how management views the personnel administration functions as they relate to completing the mission. | | | |
| 3. Formal training. The Leadership Training Course (prescribed) should be taken before completing phase I. | C | | 3. At the end of this course, the intern will understand the characteristics of leadership and how leadership skills are applicable to his or her occupation and position, as well as to Total Army Goals. | | | |
| 4. Position management and classification (PM&C) | | 21 | 4. Upon completion of this training, the intern will have a basic knowledge of PM&C. This includes— | | | |
| a. Basic PM&C policies. | RR, D | | a. Policies, principles, and procedures. Regulations, including OPM classification standards and applicable Army regulations. | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| (1) How they satisfy employee needs. | | | | | | |
| (2) How they satisfy management needs. | | | | | | |
| b. Role of the operating classifier. | RR, D | | b. Delegating classification authority. Integrity in the classification system as well as that of the classifier and management officials. | | | |
| (1) Job classification. | | | | | | |
| (a) Service role and delegation of authority. | | | | | | |
| (b) Advisory role. | | | | | | |
| (2) Position management advisory role. | | | | | | |
| (3) Integrity. | | | | | | |
| (a) System. | | | | | | |
| (b) Personal. | | | | | | |
| (4) Relationship between PM&C and other personnel office functions. | | | | | | |
| c. Job classification. | D, RR, SA | | c. Determining pay systems. Job analysis and evaluation. Steps in the classification process. Position management. Preparing a simple job description, evaluation statement, and assigning title, series, and grade. | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| (1) Pay system—determine basic differences between Wage Grade (WG), General Schedule (GS) and the Performance Management and Recognition System (PMRS). | | | | | | |
| (2) Evaluation systems. | | | | | | |
| (a) WG—major duty concept, standards, and evaluation principles. | | | | | | |
| (1) Demonstrate evaluation of a simple WG job. | | | | | | |
| (2) Prepare evaluation statement for a standard journeyman job in trades or crafts (classification deleted). | | | | | | |
| (b) GS (non-FES)—major duty concept, standards, and evaluation principles. | | | | | | |
| (1) Demonstrate evaluation of a noncomplex GS job. | | | | | | |
| (2) Prepare evaluation statement for a noncomplex standard journeyman job (classification deleted). | | | | | | |
| (c) GS (FES)—principles of evaluation and standards. | | | | | | |
| (1) Demonstrate evaluation of a simple FES job. | | | | | | |
| (2) (Prepare evaluation statement for a simple FES job (classification deleted). | | | | | | |
| (3) Job analysis. | | | | | | |
| (a) Fact-finding—purpose and methods. | | | | | | |
| (b) Job audit and preparation. | | | | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| (1) Accompany a classifier on an audit. | | | | | | |
| (2) Prepare: | | | | | | |
| (a) For an audit. | | | | | | |
| (b) For and conduct an audit of a journeyman classifier. | | | | | | |
| (c) Job description and evaluation statement. | | | | | | |
| (3) Get supervisor's certification. | | | | | | |
| (d) Position grouping. | | | | | | |
| (e) DA PAM 690-8 (Guide to Position Management for Key Military and Civilian Personnel.) | | | | | | |
| (4) Procedures in processing classification actions (SF 52 and cyclic surveys). | | | | | | |
| (a) Prepare evaluation statement for a noncomplex journeyman position outside the Civilian Personnel Office as requested by management on a SF 52. | | | | | | |
| (b) Work with a position classification specialist on survey check-in, audit, and close-out. | | | | | | |
| d. Formal training. | | | d. At the end of this course, the intern will be able to master the objectives in the course descriptions and apply the acquired knowledge, skills and abilities (KSAs) to duties assigned in this phase. | | | |
| Attend DCSPER Basic PM&C course (prescribed). | C | | | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| 5. Recruitment and placement | | 21 | 5. At the end of this training, the intern will be able to determine and demonstrate— | | | |
| a. Methods of filling positions. | RR, D | | a. Methods of filling positions to include— | | | |
| (1) Locate and use regulations and learn procedures for— | | | (1) The basic principles, functions, services, and roles of recruitment and placement. | | | |
| (a) Recruitment actions. | | | | | | |
| (b) Internal placement actions by— | | | | | | |
| (1) Competitive procedures. | | | | | | |
| (2) Noncompetitive procedures. | | | | | | |
| (2) Process noncomplex requests for recruitment using OPM certificates. | | | (2) Processing recruitment actions and using OPM registers. | | | |
| (3) Process noncomplex internal placements and determine whether or not they are competitive or noncompetitive. | | | (3) Processing internal placements, including competitive and noncompetitive procedures. | | | |
| (4) Prepare vacancy announcement. | | | (4) Development of a vacancy announcement. | | | |
| (5) Apply regulations for determining basic eligibility. | | | (5), (6), and (7) use of qualification standards and crediting plans. | | | |
| (6) Apply OPM Handbooks X-118 and X-118C to determine basic qualifications. | | | | | | |
| (7) Describe basic elements of a crediting plan, and how it is developed and used to evaluate candidates. | | | | | | |
| (8) Determine other methods of locating candidates for internal placement and for outside recruitment. | | | (8) Other methods of locating candidates for internal placement and for outside recruitment. | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| (9) Other placement actions. | | | (9) Procedures for filling positions from displaced employee sources; basic knowledge of reduction-in-force (RIF) procedures. | | | |
| (a) Describe procedures used to fill positions from displaced employees program sources. | | | | | | |
| (b) Explain generally how placements are made under RIF procedures. | | | | | | |
| (10) Compute rate of pay for various types of personnel actions. | | | (10) How to compute pay for other types of personnel actions. | | | |
| b. Management assistance. Describe purpose and types of assistance provided to management to meet various staffing needs. | D, RR, DEM | | b. At the end of this training, the intern will be able to describe the purpose and types of assistance which should be provided to management to meet various kinds of staffing problems. | | | |
| c. Recruitment and placement functions. | D, RR, SA | | c. At the end of this training the intern will know the basic differences between local merit promotion plan procedures and the career referral system; acquire basic knowledge of the regulations that guide and control the staffing function; acquire basic knowledge of special emphasis programs and how they can be used to meet staffing needs. | | | |
| (1) Roles of OPM and the MSPB. | | | | | | |
| (a) Types and grades of positions for which they have certification authority. | | | | | | |
| (b) Assembled and unassembled examinations, and what they are designed to test. | | | | | | |
| (c) Delegation of examining authority to the Army. | | | | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| (2) Special emphasis programs and their relationship to other positions in the competitive service. | | | | | | |
| (3) Overseas programs and opportunities. | | | | | | |
| (4) Types of assistance provided to outside applicants (structure and use of Applicant Supply File). | | | | | | |
| (5) Types of assistance given to internal candidates seeking promotion, reassignment, or change of career program. | | | | | | |
| (6) Design and use of placement followups as a part of placement evaluation. | | | | | | |
| (7) Main difference between procedures for local merit promotion plan and the career referral system. | | | | | | |
| (8) Relationship between recruitment and placement (R&P) and other personnel office functions. | | | | | | |
| d. Formal training. | | | d. At the end of this course, the intern will be able to master the learning objectives in the course description and apply the acquired KSAs to assigned duties in this phase. | | | |
| Attend DCSPER Basic R&P Course (prescribed). | | | | | | |
| 6. Technical services | | 10 | 6. At the end of this training, the intern will be able to describe and demonstrate the following: | | | |
| a. Legal and regulatory responsibility. | RR, DEM | | a. The organization, function, services, and roles of the Technical Services Office (TSO). The relationship to overall goals of personnel management and accomplishment. The broad legal and regulatory control governing civilian personnel administration. | | | |
| (1) Describe regulatory system. | | | | | | |
| (2) Describe methods used in analyzing directives and interpreting, preparing, and coordinating local regulations and maintaining a central library. | | | | | | |

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| (3) Explain Table of Distribution and Allowances.<br><br>(4) Relationship between TSO and other personnel office functions. | | | | | | |
| b. Internal audit. Identify regulations and participate in audit of—<br><br>(1) Routine personnel actions, such as career conditional, temporary, and Veterans Readjustment Act appointments, promotions, reassignments, and conversion to career tenure.<br><br>(2) Records and central files in the functional areas of the Civilian Personnel Office.<br><br>(3) RIF retention registers.<br><br>(4) Career program registration. | D, RR DEM, SA | | b. The basis and methods for conducting the TSO audit function. | | | |
| c. Describe procedures and assist in—<br><br>(1) Effecting routine personnel actions.<br><br>(2) Establishing and maintaining central personnel records and files.<br><br>(3) Maintaining suspense control system for routine personnel actions such as within grade increases, performance appraisal, probationary appraisal, termination of details and temporary promotion, and termination of salary retention.<br><br>(4) Computing service computation date.<br><br>(5) Computing service requirement for career tenure and RIF. | D, RR DEM, SA | | c. The need to assure responsiveness in the Civilian Personnel Office to all applicable issuances and directives of higher authority and with local programs of internal audit, data management, and employee services. | | | |

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| (6) Completing an SF 52 and distributing an SF 50. | | | | | | |
| (7) Setting up a suitability file. | | | | | | |
| d. Management Information Systems. Describe methods used for— | D, RR, DEM, SA | | d. Procedures for document control over personnel action processing. Procedures for entering data into the automated personnel information system. | | | |
| (1) Data collecting and recording. | | | | | | |
| (2) Maintaining and monitoring reports schedule. | | | | | | |
| (3) Determining accuracy of reports. | | | | | | |
| (4) Preparing data for automated personnel information system—Standard Civilian Personnel Management Information System. | | | | | | |
| e. Employee benefits. | D, DEM, SA, RR | | e. At the end of this training segment, the intern will be able to advise managers and employees about employee benefits. | | | |
| (1) Describe all benefits such as leave, health, and retirement, and assist in explaining benefits to new employees. | | | | | | |
| (2) Determine benefits in at least two areas (for example, compute retirement annuity and life and health insurance benefits. | | | | | | |
| f. Formal training. | | | f. At the end of this course, the intern will be able to master the learning objectives in the course description and apply the acquired KSAs to assigned work in this phase. | | | |
| Attend OPM or other automatic data processing course (prescribed). | C | | | | | |
| 7. Management-Employee Relations/ Labor Relations. | | 21 | 7. At the end of this training, the intern will be able to describe and demonstrate: | | | |
| a. Introduction to management employee relations/labor relations functions. | RR, D | | a. The organization and objectives of an employee relations program, the service provided to management and employees, DA personnel management goals. | | | |

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| (1) List areas in which management employee relations has a defined program responsibility.<br><br>(2) Describe operations of management employee relations staff in terms of organizational program objectives.<br><br>(3) Describe operating relationship of management employee relations to employees, management and other personnel functional elements.<br><br>(4) Cite DA personnel management goals. | | | | | | |
| b. Labor-management relations.<br><br>(1) Define role of the labor relations specialist and the Civilian Personnel Officer.<br><br>(2) Define role of the third party group (for example, FLRA and Impasses Panel).<br><br>(3) Define the role of management and its relationship to labor groups having exclusive recognition.<br><br>(4) Define major rights and obligations of labor groups having exclusive recognition.<br><br>(5) Trace growth of labor movement in the Federal service.<br><br>(6) Elections.<br><br>(a) Trace steps in election process for obtaining exclusive recognition.<br><br>(b) Describe process of granting recognition and at what intervals an election may be held. | D, DEM, SA, RR | | b. DA labor relations program—rights and obligations of management and labor groups, exclusive recognition of unions, role of the labor relations specialist, negotiability disputes, guidelines for effective labor negotiations, and adverse actions. | | | |

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| (7) Describe rules forming basis for effective negotiation of the labor agreement, and observe negotiations.<br><br>(8) Describe levels in labor organizations and management at which disputes may be resolved.<br><br>(9) Define the roles of the Civilian Personnel Officer and labor relations specialist in training managers and employees in labor relations.<br><br>(10) Define the role of labor relations specialist in advising management and in consulting with the union on interpretation and provisions of the labor agreement. | | | | | | |
| c. Discipline and adverse actions.<br><br>(1) Define types of adverse actions.<br><br>(2) Discuss types of disciplinary performance based actions.<br><br>(3) Conduct brief study of adverse actions for one organization and analyze data according to types, frequency, and population density.<br><br>(4) Describe steps required of management to settle adverse actions and give assistance. | RR, SA<br>DEM, D | | c. Knowledge and appropriate uses of various types of disciplinary situations and actions, including unauthorized absences, delinquency and misconducts, reprimands, suspensions, removals, and enforced leave. | | | |
| d. Grievances and appeals.<br><br>(1) Describe procedures tc be followed by both the employee and management in processing grievances through the Army and through negotiated grievance procedures. | RR, SA<br>DEM, D | | d. Steps of grievance and appeal resolution. | | | |

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| (2) Describe appeal channels and procedures available to employees for obtaining a review of adverse actions.<br><br>(3) Describe procedures for a management challenge of appellate decisions.<br><br>(4) Assist journeyman specialist in investigating an employee complaint on management policy or working conditions.<br><br>(5) Assist journeyman specialist in investigating an appeal. | | | | | | |
| e. Incentive awards.<br><br>(1) Describe program objectives and types of awards.<br><br>(2) Describe procedures for approval of awards.<br><br>(3) Be an observer in an awards committee meeting. | RR, D, DEM | | e. Knowledge of the various types and uses of performance, honorary, special act or service, and suggestion awards available for GS, WG, PMRS and SES employees. | | | |
| f. Communications. Outline and present a plan for improving communications between employees and management. | D, DEM, SA | | f. Knowledge of the features of an effective personnel communications program. | | | |
| 8. Training and development | | 15. | 8. At the end of this training, the intern will be able to explain and demonstrate— | | | |
| a. Training committee.<br><br>(1) Regulatory basis.<br><br>(2) Short- and long-range benefits.<br><br>(3) Role of the training committee.<br><br>(4) Preparation of agenda. | RR, D, SA | | a. Purposes of the training and development function, and the composition and function of the training committee. | | | |

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| (a) Prepare an outline of an agenda and the action taken at a meeting.<br><br>(b) List items appropriate for committee action. | | | | | | |
| b. Training needs.<br><br>(1) Describe program requirements on use of performance rating in determining training needs.<br><br>(2) Describe typical training in one or two selected career programs.<br><br>(3) Complete and process a simple training needs survey. | D, DEM, SA, RR | | b. Elements and procedures of a training needs survey, and importance of individual performance rating as a primary method of determining needs. | | | |
| c. Development of a training plan.<br><br>(1) Identify source of training needs input for the plan.<br><br>(2) Assist in preparing the training plan.<br><br>(3) Describe roles of management, the employee development specialist (EDS), training committee, and commander in preparing training plan. | D, SA | | c. Types of training and sources of training. | | | |
| d. Planning, organizing, and administering the training program.<br><br>(1) List, define, and process simple requests for training from Government and non-Government sources.<br><br>(2) Assist in preparing training budget and other training reports.<br><br>(3) Describe training budgeting process; list sources of training funds and use of each. | DEM, SA RR | | d. The training cycle and its relationship to the activity annual training plan. The processing of training requests, recording of training, and preparing of program reports. | | | |

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| e. Course preparation and instructional methods.<br><br>(1) Describe a model for course development. This includes identifying objectives, performance criteria, instructional method, visual aids, and evaluation.<br><br>(2) List elements of a course and describe procedural development.<br><br>(3) List and compare instructional methods. | D, RR, SA | | e. Course preparation, instructional methods, and course evaluation. | | | |
| f. Training evaluation.<br><br>(1) Give reasons for evaluating training.<br><br>(2) Describe relationship between course objectives and evaluation criteria.<br><br>(3) Describe and compare methods of evaluation. | D, RR | | f. Course evaluation for determining quality of instructional material, training devices, and course materials. | | | |
| g. Career development.<br><br>(1) Describe roles of the employee, supervisor, and the EDS in implementing master intern training plans for administrative and professional career programs.<br><br>(2) Describe management-employee career counseling procedures.<br><br>(3) Assist in developing individual training plans for employees in two different career programs. | D, DEM, SA, RR | | g. The roles of the employee, supervisor, and EDS in implementing master intern training plans for administrative and professional career programs. | | | |

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| h. Special training programs.<br><br>(1) Describe and compare special training programs such as cooperative education, career intern, upward mobility, and apprentice.<br><br>(2) Describe and compare the roles of the EDS and the personnel staffing specialist in special training programs. | D, DEM, SA, RR | | h. Training and development program areas, including special programs, the interrelationships or training with other personnel processes in supporting such programs. | | | |
| 9. Equal employment opportunity. The training and technical work below are examples of the type of learning assignments the intern will be given. The intern must participate in at least 6 of the 12 assignments identified. Of the 6 selected, assignments number 4 and 5 must be included. The intern will be assigned to the EEO Office to participate in these two assignments. Other EEO training may be given in either civilian personnel, EEO, or USACARA offices depending upon the nature of the assignments. To allow for a degree of flexibility, the intern may participate in EEO assignments anytime during Phase I. | | 10 | 9. At the end of this training, the intern will have taken part, on a sample basis, in a majority of typical equal employment opportunity (EEO) management work processes; will possess a broad general knowledge of EEO program requirements, and will be able to – | | | |

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| a. Equal Employment Opportunity on-the-job training.<br><br>(1) Help to prepare and observe or take part in a quarterly or semiannual EEO program review and evaluation or other management briefing on an EEO-related subject.<br><br>(2) Working with an EEO specialist, help to conduct an EEO survey or inquiry, including—<br><br>(a) Preparation and distribution of employee questionnaires. Conducting interviews to clarify, augment, or complete the survey responses.<br><br>(b) Statistical and narrative analysis of survey results.<br><br>(c) Explanation of statistically significant trends.<br><br>(d) Identifying personnel and management practices causing EEO complaints.<br><br>(3) Review available management information on occupations at the activity; analyze employment data to determine staffing ratio of minorities and women, compare against appropriate civilian labor force statistics by occupational category or career program. Identify one occupation or career program as clearly underrepresented at the activity.<br><br>(a) Compare employee population by occupational series in terms of meeting organization and activity affirmative action plan (AAP) goals.<br><br>(b) Review staffing actions by occupation in the organization. | D, DEM, RR, SA | | a. Discuss the legal and regulatory basis of EEO in the Federal sector; recognize and define information requirements of the EEO program; relate the staff support role and coordination of the EEO office to that of the personnel office and to the line management of the organization; describe and evaluate major, underrepresented, or out-of-balance situations in activity staffing in terms of ratios of minorities and women; make tentative recommendations for improving the EEO status of the activity and for upward mobility planning; take part in an effective employee communication program that involves EEO; assess the organizational climate to identify any actions or situations perceived as discriminatory; discuss the civil rights and EEO related concerns of particular employee groups and the community, in terms of personnel management and staffing; discuss Army and EEOC requirements in EEO affirmative action management and planning. | | | |

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| (4) After orientation in employee counseling procedures and activities, assist an EEO Counselor in an informal inquiry into an EEO complaint or allegation, including—<br><br>(a) Employee interviews and management or supervisory interviews.<br><br>(b) Review of any applicable documents and records.<br><br>(c) Development of proposals to relieve or correct the condition or situation.<br><br>(d) Compiling a case file, as appropriate.<br><br>(5) Help to investigate or adjudicate a formal EEO complaint, including—<br><br>(a) Coordinating inquiries among managers, supervisors, and civilian personnel staff members to determine and apply provisions of personnel policy.<br><br>(b) Documenting the inquiry and assembling pertinent records.<br><br>(c) Obtaining administrative and program support for a hearing (for example, clerical support, facilities, and witnesses).<br><br>(6) Under the guidance of an EEO Specialist, take part in activities of the employee communication process such as—<br><br>(a) Publishing an EEO newsletter. | | | | | | |

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| (b) Disseminating EEO policy statements.<br><br>(c) Preparing training and briefing materials.<br><br>(7) Help to prepare for and be an observer in an EEO conference, special briefing, or training session.<br><br>(8) In conjunction with an EEO specialist, take part in a public contact activity designed to promote community relations in EEO matters, such as—<br><br>(a) Special interest group meeting or observing a special emphasis program.<br><br>(b) Campus visit or job fair.<br><br>(9) Help a Federal women's program or Hispanic employment program coordinator to conduct an organizational study or inquiry into a matter of special interest to the employee group which is generated by a complaint, advisory committee request, or statistical indicator. The purpose is to highlight or resolve problems that hinder progress or offset complaints of group members. This will include activities such as—<br><br>(a) Employee and supervisor interviews.<br><br>(b) Summing up the history of personnel actions in an organization. Review of awards, disciplinary actions, resignations, and complaints. | | | | | | |

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| (10) Assist or advise in the establishment of an Upward Mobility Plan, including activities such as—<br><br>(a) Determination of target positions.<br><br>(b) Construction of upward mobility career ladders, including possible use of bridge positions.<br><br>(11) Help to prepare the annual assessment of EEO AAP achievements and shortfalls.<br><br>(12) Help to prepare the activity AAP.<br><br>b. Formal training.<br><br>Affirmative Action Planning Workshop (prescribed OPM Course). | C | | b. After completing the training course, the intern will be able to master the learning objectives in the course description and apply acquired KSAs to assigned work in this phase. | | | |

LEGEND: C — Classroom; D — Discussion; DEM — Demonstration; OJT — On-the-job training; RR — Required reading; SA — Supervised activity or assignment.

**CIVILIAN PERSONNEL ADMINISTRATION TRAINING PLAN – *(POSITION MANAGEMENT AND CLASSIFICATION)* – PHASE II**

For use of this form, see AR 690-950-10; the proponent agency is DCSPER.

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
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| Hours in Phase II : 2087 | | | | | | |
| 1. Army goals and objectives | RR | | 1. At the end of this training the intern will be able to discuss Army goals and objectives. | | | |
| 2. Position classification and reclassification<br>a. Job analysis and evaluation (including mixed series, mixed pay category, and mixed grade level).<br>(1) Conduct position inquiries.<br>(2) Identify duties.<br>(3) Prepare job descriptions.<br>(4) Evaluate and determine correct classification.<br>(5) Assign competitive levels.<br>(6) Determine exempt versus nonexempt positions under the Fair Labor Standards Act (FLSA).<br>b. Position reclassification and job reconstitution.<br>c. Position classification survey.<br>d. Job evaluation complaints and appeals.<br>e. Position management and classification personnel actions. | RR, DEM, SA | | 2. At the end of this training the intern will be able to desk audit employees, gather full factual information, write job descriptions, interpret and apply standards, and write evaluation statements with recommended classification, competitive level, and Fair Labor Standards Act (FLSA) designation for positions of average difficulty. Process SF 52s. Conduct annual position surveys, special projects such as Table of Distribution and allowances (TDA) reviews and competitive level review. Recommend classification and explain decision to employees and supervisors. Schedule and conduct annual position surveys of assigned organizations. Advise supervisors and employees on PM&C complaints and appeals procedures. Advise supervisors on probable effects of duty changes on classification and suggest other ways of improving position. | | | |

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| 3. Pay administration<br><br>a. Pay under the general schedule.<br><br>b. Wage grade pay schedules and surveys.<br><br>c. Environmental differentials and hazard pay.<br><br>d. Performance Management and Recognition System (PMRS)<br><br>e. Nonappropriated fund positions/ wage surveys. | RR, DEM, D, SA | | 3. At the end of this training, the intern will be able to advise managers on and review proposed Environmental Pay Differential and Hazard Pay cases. Identify PMRS positions and provide rationale for inclusion or exclusion. Conduct appropriated and nonappropriated fund wage surveys. | | | |
| 4. Position management<br><br>a. Define the roles of and deal with the position management officer, supervisors, comptroller, manpower office, and the civilian personnel office in administering the position management program.<br><br>b. Explain and apply various factors and objectives involved in establishing and maintaining position structure in line with position management principles.<br><br>c. Review, analyze, and recommend position structure changes for organization.<br><br>d. Assist a classifier assigned to an Army Performance Oriented Review Standards (APORS) and cost analysis (CA) management study team. | RR, D, | | a. At the end of this training, the intern will be able to develop a TDA and budgets for establishing organizational and staffing structure. Analyze position trends, causes and costs, and provide design and classification advice and assistance to managers and supervisors. Advise and assist APORS and CA management study team in analyzing and improving position structures. | | | |
| 5. Unions—their rights and role in PM&C matters | RR, DEM D, SA | | 5. At the end of this training, the intern will understand the rights of unions on PM&C matters. | | | |

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| 6. Program Evaluation | | | 6. At the end of this training, the intern will know how to evaluate the PM&C program to determine its effectiveness in meeting Army goals. | | | |
| a. Prepare reports either statistical or narrative. | RR, DEM, D, SA | | | | | |
| b. Analyze and evaluate salient program factors (such as average grade, high grades, position structures, classification complaints) to assess effectiveness of functional area, determine why situation exists, and recommend corrective action. | | | | | | |
| 7. Formal training | | | 7. After completing these courses, the intern will be able to master the learning objectives in the course descriptions and apply acquired KSAs to work assignments. | | | |
| a. AG 68, Position and Pay Management (prescribed correspondence course). | | | | | | |
| b. Attend Organization Planning 7A-F8 (JT) USAMETA, Rock Island, IL. (Interns specializing in PM&C should be scheduled for this course after they have been promoted to GS-9). | C | | | | | |

LEGEND: C — Classroom; D — Discussion; DEM — Demonstration; RR — Required reading; SA — Supervised activity or assignment.

**CIVILIAN PERSONNEL ADMINISTRATION TRAINING PLAN – *(RECRUITMENT AND PLACEMENT)* – PHASE II**

For use of this form, see AR 690-950-10; the proponent agency is DCSPER.

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVSIOR (g) |
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| Hours in Phase II : 2087<br><br>1. Methods of filling positions<br><br>a. External recruitment.<br><br>(1) Identify available sources of recruitment.<br><br>(2) Request an OPM certificate using appropriate selective placement factors, and process selection from a certificate.<br><br>(3) Process different types of appointments, transfers, and resintatements using various sources of recruitment, including Applicant Supply Files.<br><br>(4) Help in specialized recruitment efforts (e.g., college recruitment visits and "career days").<br><br>b. Internal placement<br><br>(1) Process internal placement such as promotions, reassignments, and details.<br><br>(2) Determine and apply criteria for noncompetitive versus competitive placements.<br><br>(3) Determine areas of consideration.<br><br>(4) Determine methods of locating candidates.<br><br>(5) Determine basic eligibility and qualifications of applicants.<br><br>(6) Develop job-related criteria. | D, DEM, RR, SA | | 1. At the end of this training, the intern will have acquired a broad knowledge of applicant pools, internal and external recruitment sources, special priority placement programs, career program referral procedures, and will be able to apply provisions of applicable staffing regulations and laws (e.g., FPM chapter 335 and FPM Suppl 296-33). Interpret and apply qualification standards (X-118, X-118C). Employ valid methods of rating and ranking candidates. Process personnel actions of various types (reassignments, changes to lower grade, promotions, reduction-in-force, and transfers of function). Effectively counsel employees on staffing matters (e.g., merit promotion plan and reduction-in-force). | | | |

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| (7) Evaluate candidates to determine best qualified.<br><br>(8) Compile referral lists.<br><br>2. Displaced employee programs<br>Describe purpose and use of DOD stability of employment program, reemployment priority list, OPM displaced employee program, and out-placement program.<br><br>3. Reduction-in-force or transfer of function<br><br>a. Help senior specialist plan and conduct actual or hypothetical RIF using vacancies, determine assignments rights, and waive qualifications.<br><br>b. Help senior specialist conduct a transfer of function.<br><br>c. Counsel affected employees.<br><br>d. Provide information on appeals.<br><br>e. Help to conduct an Out-placement Program.<br><br>4. Management assistance<br><br>a. Maintain liaison between managers and prospective employees.<br><br>b. Explain criteria, rating, and ranking factors used in evaluating candidates.<br><br>c. Compare qualifications desired to the functions of the positions.<br><br>d. Demonstrate ability to meet employment goals by filling positions of an assigned segment in a timely manner. | RR, D, DEM, SA | | 2. At the end of this training, the intern will be able to describe the procedures to fill positions from displaced employees program sources.<br><br>3. At the end of this training, the intern will know how placements are made under reduction-in-force procedures and transfer function.<br><br>4. At the end of this training, the intern will be able to provide a full range of effective advice and support to management on personnel issues. | | | |

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| e. Explain to management concepts and procedures regarding reorganizations, creation of new organization, mass changes, transfers of function, and excess personnel. | | | | | | |
| 5. Personnel requirements and resources | RR, D, SA | | 5. At the end of this training, the intern will be able to develop staffing projections based on knowledge of the organization. serviced, analyze work force turnover, and coordinate proposals with manpower management and PM&C staffs. | | | |
| a. Analyze short and long-term staffing requirements and resources. | | | | | | |
| b. Evaluate mission, technology, manpower, and fiscal resources. | | | | | | |
| c. Develop predictions of employment trends based on promotions, reassignments, losses, etc. | | | | | | |
| d. Analyze internal and external employment sources. | | | | | | |
| e. Develop projections of future labor force requirements. | | | | | | |
| f. Prepare a staffing plan for a small organization. | | | | | | |
| 6. Other staffing functions | | | 6. At the end of this training, the intern will be able to use OPM resources, agency provisions for special staffing programs, and knowledge of testing and recruitment and selection methods to accomplish a total staffing program. | | | |
| a. Describe and use OPM regional and area offices and Federal job information centers. | | | | | | |
| b. For EEO program, describe its relationship to staffing function. | | | | | | |
| c. Define and describe various special emphasis programs (e.g., Handicapped Placement Program). | | | | | | |
| d. List and define the steps to select and process employees for oversea programs (where applicable). | | | | | | |
| e. Follow up on placement and recommend remedial action when necessary. | | | | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVSIOR (g) |
|---|---|---|---|---|---|---|
| 7. Program evaluation<br><br>a. Prepare statistical and narrative reports.<br><br>b. Analyze and evaluate salient program factors (e.g., minority recruitment) to assess effectiveness of functional area, determine why situation exists, and recommend corrective action. | | | 7. After this segment of training, the intern will be able to provide and interpret recruitment and placement reports. | | | |
| 8. Formal training<br><br>a. Job Element Examining—A Workshop (OPM).<br><br>b. Personnel Assessment and Selection (OPM). | C<br><br>C | | 8. After completing these courses, the intern will be able to master the learning objectives of the course descriptions and apply acquired KSAs tcwork assignments. | | | |

Legend: C—Classroom; D—Discussion; DEM—Demonstration; RR—Required reading; SA—Supervised activity or assignment.

**CIVILIAN PERSONNEL ADMINISTRATION TRAINING PLAN – *(TECHNICAL SERVICES)* – PHASE II**

For use of this form, see AR 690-10; the proponent agency is DCSPER.

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| Hours in Phase II : 2087 | | | | | | |
| 1. Legal and regulatory responsibility<br><br>a. Analyze incoming directives.<br><br>b. Prepare and coordinate appropriate regulatory issuance for publication.<br><br>c. Maintain central personnel records and files and mandatory suspense files.<br><br>d. Maintain the central library of regulations.<br><br>e. Prepare cross-servicing agreements.<br><br>f. Review and coordinate Freedom of Information Act/Privacy Act requests. | RR, D, SA | | 1. At the end of this training, the intern will be able to determine and accomplish the legal and regulatory functions of the Technical Services Office. | | | |
| 2. Internal audit<br><br>Identify regulations and audit—<br><br>a. Unusual personnel actions such as back pay cases, Senior Executive Service (SES), denial of pay, and grade savings (salary retention determinations).<br><br>b. Records and files in all functional areas.<br><br>c. USACARA reports for follow up disposition. | | | 2. At the end of this training, the intern will be able to plan, prepare, and conduct an internal audit of processed personnel actions. Audit the records and files required to be maintained in all functional areas. | | | |
| 3. Executing personnel actions. Review for accuracy and timeliness day-to day operations that involve preparation of unusual personnel actions such as SES, consultants/experts, obligated positions, including oversea reemployment rights. | RR, D, | | 3. At the end of this training, the intern will be able to execute unusual personnel actions in accordance with OPM, DCSPER, command, and local guidance. | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| 4. Management information systems<br><br>a. Help to develop and administer a system for data collection and recording; maintain and monitor reports schedule for the personnel office function; determine accuracy and timeliness of reports; and prepare data for transmission.<br><br>b. Analyze and evaluate internal program review such as goal accomplishment and reporting.<br><br>c. Prepare special reports, such as defense-related employment and civilian personnel narrative report. | DEM, SA | | 4. At the end of this training, the intern will be able to describe data collection and recording procedures. Determine accuracy and timeliness of reports submitted to higher headquarters. | | | |
| 5. Employee benefits Identify and make all decisions on employee benefits for housing, leave, health benefits, insurance, retirement, compensation for disability and death, travel and transportation allowance, PCS and oversea allowances, and survivor benefits. | RR, D SA | | 5. At the end of this training, the intern will be able to counsel managers and employees on employee benefits programs. | | | |
| 6. Program evaluation | RR, DEM, D, SA | | 6. At the end of this training the intern will be able to evaluate the program, provide and interpret reports. | | | |
| 7. Formal training<br><br>a. Attend DCSPER TSO Workshop (prescribed *only* for those interns *who will specialize in TSO.* | | | 7. After completing these courses, the intern will be able to master the learning objectives in the course descriptions and apply the acquired KSAs to work assignments. | | | |
| b. TSO Leadership Course (DCSPER). | C | | | | | |

Legend: C—Classroom; D—Discussion; DEM—Demonstration; RR—Required reading; SA—Supervised activity or assignment.

**CIVILIAN PERSONNEL ADMINISTRATION TRAINING PLAN – *(MANAGEMENT – EMPLOYEE RELATIONS/LABOR RELATIONS)* – PHASE II**

For use of this form, see AR 690-950-10; the proponent agency is DCSPER.

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| Hours in Phase II : 2087 | | | | | | |
| 1. Labor-management relations<br><br>a. Assist management in the administration of the agency Labor Relations Program.<br><br>b. Advise management on its rights and obligations.<br><br>c. Advise employees on their rights and obligations.<br><br>d. Advise both management and the union on the appropriateness of bargaining units.<br><br>e. Advise management and union on the conduct of an election.<br><br>f. Help management to form a negotiation team and assist the personnel advisor to the team.<br><br>g. Help to develop a long-range training program for supervisors.<br><br>h. Evaluate the labor relations program by identifying weaknesses and suggesting ways to correct them. | RR, D, DEM, SA | | 1. At the end of this training, the intern will be able to advise management of its rights and obligations under labor relations requirements, provide day-to-day advice in dealing with unions, advise management in labor negotiations and in forming negotiation team, evaluate the labor relations program, and make appropriate recommendation. | | | |
| 2. Adverse actions<br><br>a. Advise management on the types and appropriateness of adverse actions.<br><br>b. Help management to investigate a situation that requires an adverse personnel action.<br><br>c. Assist management in making a judgment as to type and appropriateness of the proposed adverse action. | RR, D, DEM, SA | | 2. At the end of this training, the intern will be able to interpret regulations covering constructive discipline, performance-based actions and adverse actions; explain local implementing plans and policies. Advise management on the types and appropriateness of proposed disciplinary and adverse actions and assist in individual disciplinary cases. | | | |

| E TYPE PERCENTAG TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
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| d. Provide guidance to insure that documentation meets all legal and regulatory requirements. | | | | | | |
| e. Advise the employee of his or her rights. | | | | | | |
| f. Conduct studies to identify management weaknesses and make recommendations for improvement. | | | | | | |
| 3. Grievances and appeals | RR, D, DEM, SA | | 3. At the end of this training, the intern will be able to serve as an impartial investigator of employee complaints and appeals. Adjust complaints by influencing actions on the part of management or the employee. | | | |
| a. Investigate employee complaints. | | | | | | |
| b. Give guidance on documenting actions to insure legal and regulatory compliance. | | | Identify and explain agency negotiated OPM grievance and appeals procedure; advise management and employees on the sequence of steps to follow and actions required at each step. | | | |
| c. Conduct special studies with recommendations for improvement. | | | | | | |
| 4. Employee services | | | 4. At the end of this training, the intern will be able to describe the purpose of performance evaluation and its relationship to training, rewarding, reassigning, promoting, reducing in grade, retaining and removing as they relate to employee productivity. | | | |
| a. Recommend method to evaluate an employee service or facility. | | | | | | |
| b. Prepare and defend recommendations from an evaluation study of employees' services or facilities. | | | | | | |
| c. Assist management in the implementation of GPAS standards. | | | | | | |
| d. Provide guidance to insure that documentation meets all legal and regulatory requirements. | | | | | | |
| e. Advise management on the different types of actions that may be taken as a result of performance ratings. | | | | | | |
| f. Advise employees of his/her rights. | | | | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
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| 5. Communications<br><br>a. Outline and present a plan for improving communications between employees and management.<br><br>b. Prepare and describe a plan for determining strengths and weaknesses of existing communications.<br><br>c. From data gathered and analyzed, outline and present a plan for improvement. | RR, D, SA | | 5. At the end of this training, the intern will have acquired a knowledge of the features of an effective personnel communications program. | | | |
| 6. Employee counseling<br><br>a. Advise on use of performance appraisals as a means of effective employee counseling.<br><br>b. Advise managers on use of policies and services as a means of effective employee counseling.<br><br>c. Advise managers on use of adverse and disciplinary actions as a means of effective employee counseling. | D, SA DEM | | 6. At the end of this segment of training, the intern will be able to counsel management and employees on personnel policy, administrative regulations, employee rights and services. | | | |
| 7. Incentive awards<br><br>a. Process award nominations and suggestions.<br><br>b. Help to set up and conduct an Incentive Awards Committee Meeting. | D, RR, DEM, SA | | 7. At the end of this training, the intern will have a knowledge of the various types and uses of performance, honorary, special act or service and suggestion awards available for GS, WG, PMRS, and SES employees. | | | |
| 8. Program evaluation<br><br>a. Prepare statistical and narrative reports. | RR, DEM, D, SA | | 8. At the end of this training, the intern will be able to evaluate the program, provide and interpret reports. | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
|---|---|---|---|---|---|---|
| b. Analyze and evaluate salient program factors (e.g., grievances, complaints, sick leave usage, incentive awards, and disciplinary actions) to assess effectiveness of functional area, determine why situation exists, and recommend appropriate corrective action. | | | | | | |
| 9. Formal training | | | 9. After completing these courses, the intern will be able to master the learning objectives in the course descriptions and apply acquired KSAs to work assignments. | | | |
| a. Attend DCSPER Basic Employee Relations Course (prescribed *only* for those interns who will specialize in MER/LR). | C | | | | | |
| b. Attend DCSPER Basic Labor Relations Course (prescribed *only* for those interns who will specialize in MER/LR). | C | | | | | |
| c. Adverse Actions (OPM). | C | | | | | |
| d. Administering the Employee Assistance Program (OPM). | C | | | | | |

Legend: C—Classrooms; D—Discussion; DEM—Demonstration; RR—Required reading; SA—Supervised activity or assignment.

**CIVILIAN PERSONNEL ADMINISTRATION TRAINING PLAN – *(TRAINING AND DEVELOPMENT)* – PHASE II**

For use of this form, see AR 690-950-10; the proponent agency is DCSPER.

| TRAINING DESCRIPTION *(a)* | TYPE OF TRAINING *(b)* | PERCENTAGE OF TRAINING TIME *(c)* | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED *(d)* | DATES OF TRAINING *(e)* | TRAINING LOCATION *(f)* | SUPERVISOR *(g)* |
|---|---|---|---|---|---|---|
| Hours in Phase II : 2087 | | | | | | |
| 1. Program regulations<br><br>a. List the regulations and directives applicable to the T&D Program.<br><br>b. Identify and clarify training problems and program discrepancies through comparisons with provisions of governing regulations.<br><br>c. Using appropriate regulatory provisions, outline acceptable solutions and courses of actions; provide correct guidance to organizations serviced, considering the constraints and alternatives available to management. | RR, D, SA | | 1. At the end of this segment of training, the intern will have an extensive knowledge of applicable regulations (e.g., FPM chapter 410, AR 690-400, chaps 410 and 413, FPM chapter 713) and laws (e.g., Government Employees Training Act), discuss general policy requirements and program limitations in FPM chapter 410 and other applicable agency regulations, resolve normal training problems, and make appropriate recommendations. | | | |
| 2. Learning technology<br><br>a. State course objectives in terms of performance goals.<br><br>b. Select appropriate methods to accomplish the desired results; prepare a plan; including course evaluation instruments, which will accomplish the stated objectives.<br><br>c. Use audiovisual equipment and other training aids.<br><br>d. Conduct all or a portion of a course. | | | 2. At the end of this segment of training, the intern will be able to design and revise a training course of moderate complexity; select and use appropriate training methods and evaluation instruments. Conduct a course, demonstrating an adequate level of instructional skill. | | | |

| TRAINING DESCRIPTION (a) | TYPE OF TRAINING (b) | PERCENTAGE OF TRAINING TIME (c) | KNOWLEDGE, SKILLS, AND ABILITIES TO BE ACQUIRED (d) | DATES OF TRAINING (e) | TRAINING LOCATION (f) | SUPERVISOR (g) |
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| 3. Training course evaluation<br><br>a. For a selected or assigned training program, gather information to evaluate—<br><br>(1) Effectiveness of instruction.<br><br>(2) Student learning.<br><br>(3) Improvement of individual job performance.<br><br>b. Analyze the information gathered; write a program evaluation; and make appropriate recommendations. | D, SA | | 3. At the end of this training, the intern will be able to evaluate training courses in terms of both instructional effectiveness and job relatedness. | | | |
| 4. Training plan administration<br><br>a. Take part in the assessment and consolidation of activity training needs. Prepare a selected portion of an annual plan. Identify and discuss the various techniques used to determine training requirements.<br><br>b. Help to develop and coordinate the training plan and gain approval of it.<br><br>c. Group, categorize, and set priorities on training requirements into implementing objectives and prepare a training plan.<br><br>d. Help to protect the direct costs of all or a portion of an annual training plan.<br><br>e. Determine whether training requirements should be met at the activity or through agency, interagency, or non-Government facilities.<br><br>f. Determine appropriate training strategies (e.g., whether training should be on-the-job or off-the-job). | RR, D, DEM, SA | | 4. At the end of this training, the intern will be able to explain the training cycle, develop and administer an annual activity training plan, obtain and provide training from appropriate sources and apply criteria in evaluating the annual training program. | | | |

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|---|---|---|---|---|---|---|
| g. Prepare necessary correspondence to request, adjust, or cancel training quotas for existing courses.<br><br>h. Work with procurement or comptroller personnel to obtain training from non-Government sources.<br><br>i. Work with activity management to reduce course cancellations and program changes; substitute students and otherwise reduce shortfalls in training plan execution.<br><br>j. Take administrative actions needed to conduct and complete assigned parts of on-the-job and local classroom instruction (e.g., schedule, prepare facilities, and provide certificates).<br><br>k. Prepare a written evaluation of a portion of the fiscal year activity training program. | | | | | | |
| 5. Special emphasis programs<br><br>a. Describe the purposes of the many special training programs; name the main advantages and, if applicable, disadvantages of each to the employing activity.<br><br>b. For at least one program, describe the conditions for which the establishment of the program would be economically feasible (e.g., availability of skills, turnover rates, expense of training, and organizational capability to train).<br><br>c. State the principles, procedures, and organizational involvement needed to establish and maintain the operation of special programs. | RR, D, SA | | 5. At the end of this training, the intern will be able to discuss and explain special training programs (such as apprenticeship, upward mobility, cooperative education and career intern); implement and maintain at least one such program. | | | |

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|---|---|---|---|---|---|---|
| d. State ways of organizing the program to establish measurable criteria, collect data, analyze and make recommendations for improvements and reporting, as required.<br><br>e. Evaluate the implications for EEO and the possibilities for affirmative action. | | | | | | |
| 6. Consultation<br><br>a. Advise managers of available training, funding, and other resources and recommended methods and techniques of training.<br><br>b. Help to solve problems and give advice that will help both supervisors and employees, particularly when determining and accomplishing individual training and developmental needs. | D, DEM SA | | 6. At the end of this training, the intern will be able to help managers determine training needs and solve performance problems related to training and advise supervisors in use of the annual performance appraisal as a primary tool for developing employees and determining training needs. | | | |
| 7. Training committee<br><br>a. Describe the role and functions of the training committee.<br><br>b. Make one or more acceptable original recommendations for subjects to be discussed in an actual training committee meeting.<br><br>c. Research assigned topics for a training committee meeting, organize information and back-ground materials to support discussion items.<br><br>d. Write a training committee meeting agenda from the research data compiled. | RR, D, SA | | 7. At the end of this training, the intern will be able to prepare a training committee meeting agenda and implement training committee decisions. | | | |

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| 8. Counseling and staff assistance<br><br>a. Investigate a simple problem having training implications, using appropriate techniques of gathering information; present findings in a staff paper with acceptable recommendations.<br><br>b. Provide career development counseling and guidance to employees.<br><br>c. Demonstrate effective interaction with work groups, committees, and workers in other civilian personnel functions. | D, DEM, | | 8. At the end of this training, the intern will be able to provide staff assistance and employee counseling on developmental matters. | | | |
| 9. Reports, budget, and program evaluation<br><br>a. Explain the purpose of various training records; describe the purpose and frequency of the main training program reports; demonstrate familiarity with report codes and data elements prescribed.<br><br>b. Explain, in general terms, a budget program element; list subelements applicable to the T&D program; relate the steps of internal budget control procedures.<br><br>c. Participate in reporting and budgeting exercises of the T&D function, particularly, the semiannual statistical and narrative analysis of training and development activities and the Annual Report of Training Activities. The report will include analysis of salient program factors, such as employee categories that receive training, (e.g., WG vs. GS, minority vs. nonminority), to assess effectiveness of functional area, determine why situation exists, and recommend corrective action if necessary. | RR, D, SA | | 9. At the end of this training, the intern will be able to help prepare a budget for the training function and help prepare the principal training program reports. | | | |

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|---|---|---|---|---|---|---|
| 10. Formal training | | | 10. After completing these courses the intern will be able to master the objectives listed in the course descriptions and apply acquired KSAs to work assignments. | | | |
| a. Attend DCSPER Basic Training and Development Course (prescribed *only* for those interns who will specialize in T&D). | C | | | | | |
| b. Instructor Training (OPM). | C | | | | | |
| c. Workshop in Training Course Design (OPM). | C | | | | | |
| d. Evaluation of Training Courses (OPM). | C | | | | | |
| e. Upward Mobility: Training Design (OPM). | C | | | | | |

LEGEND: C—Classroom; D—Discussion; DEM—Demonstration; RR—Required reading; SA—Supervised activity or assignment.



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